



MANCHESTER  
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The University of Manchester

The University of Manchester  
**Equality  
Information  
Report**

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# Foreword



As we reflect on another transformative year at The University of Manchester, our commitment to Equality, Diversity, and Inclusion (EDI) continues to drive meaningful change across our institution. This year has been marked by significant progress, but it has also highlighted areas requiring further focus. This report prompts us to reinforce our commitment to creating a truly inclusive environment for all and emphasises our accountability to our University community.

As we approach the final year of our current EDI strategy, we celebrate significant recognition in equality charters and the potential for future transformation. We are pleased that, institutionally, diversity at leadership levels has increased, although we have a way to go to achieve parity. University-wide we have successfully achieved our representation goals for disabled colleagues, witnessed a rise in female promotions and seen strong recruitment numbers for Global Majority colleagues, however disparities remain in specific areas. Our successful pilots of Inclusive Ambassadors, the development of inclusive recruitment guidance and an enhanced training offering have contributed to our progress. We will evaluate and build upon these to ensure a lasting benefit for the whole University.

Active colleague engagement has been invaluable in shaping our policies and practices, and we are committed to listening, responding, and adapting to feedback. Progress on EDI is only possible through the incredible contributions of our entire colleague and student population.

Looking ahead, we remain dedicated to creating an environment where every member of our University community feels valued, respected, and empowered. The journey toward greater equality, diversity and inclusion is ongoing and we still have a lot more to do; we must centre and advocate our core values of humanity, academic excellence, and a genuine belief in the power of inclusive education.

**Professor Nalin Thakkar**  
**Vice-President for Social Responsibility**



# Introduction

Welcome to this year’s Equality Information Report, a publication that provides the reader with Equality, Diversity and Inclusion (EDI) information for The University of Manchester.

We pride ourselves in being one of Britain’s largest single site universities with a diverse community of over 12,000 colleagues and approximately 48,000 students. This report highlights our progress and achievements, as well as areas that require more work. It includes information for both colleagues and students, fulfilling and exceeding our Public Sector Equality Duty (PSED) for the past year.

Our ambition to be an outstandingly inclusive institution has informed the three priority areas of our EDI strategy (launched in 2022):

- Inclusive environment and culture
- Diverse representation
- Inclusive practice

To further evidence and advance our commitment to providing an equitable and inclusive experience for all members of our community, we have included a snapshot of activity from across Faculty, Professional Services (PS) and Cultural Institutions. Thank you for taking the time to read our report.



# Our Priorities

For us to achieve our ambition to become an outstandingly inclusive place to work and study, characterised by equality, we have set ourselves three key priorities as outlined in our three-year EDI strategy:

## a. Inclusive environment and culture

Creating an inclusive and accessible environment where it is everyone’s responsibility to ensure that all members of our University community are treated with fairness, dignity and respect.

## b. Diversity and equity across our community

Ensuring diversity across all areas of our University community, making us reflective of both the community we serve and the global talent pool.

## c. Inclusive practice

Creating an environment where all colleagues and students feel supported and are encouraged to achieve their full potential by ensuring equitable and accessible development opportunities, rewards and recognition mechanisms that celebrate and value diversity.





# Terminology

For the purpose of this report, we will be analysing legal sex, using the terms "male" and "female". We recognise that we have more work to do around gathering gender identity data and advancing non-binary inclusion. We now collect gender identity data as part of diversity monitoring and will begin publishing it once the dataset is sufficiently robust.

Regarding ethnicity data, previously the term 'Black, Asian and Minority Ethnic' (BAME) was used to encompass a wide range of different ethnicities, irrespective of a person's origin or nationality. We recognise that the term 'BAME' is outdated and does not capture the diverse range of ethnic groups and nationalities well. Where possible, we will be specific about the ethnic category/group we are referring to. However, where collective terminology is required, we will use the term 'Global Majority,' ensuring that the reader is guided by context. For graphics and corresponding descriptors, we will use B.A.M.E. Please see the glossary for further information.

'Not known to be disabled' refers both to colleagues and students who have not shared having a disability and who have not provided any information at all, so it is unknown. LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), and other sexual orientations and gender identities. 'Overseas' colleagues and students come from countries outside the UK and the EU.

We encourage everyone to keep their EDI information up to date and to participate in surveys about how we use this data. Completing your equality details in MyView helps us improve diversity monitoring. This is crucial for identifying areas of underrepresentation, informing our EDI efforts to create a more inclusive, representative, and welcoming environment for all.

In addition to gender identity, we also now collect data on caring responsibilities. Only about 5% of colleagues have provided this information, making it difficult to use effectively. We urge you to fill in this field, along with all other relevant details, to help us better understand and support our diverse community.

## Progressing our EDI strategy

This report has been prepared by the EDI Directorate's Data Team, to review the University's equality data, to inform and facilitate policy change, intervention strategies, and the continued monitoring of change, in accordance with the 2010 Equality Act's annual publication requirements.

In developing this report, we collaborated with the Directorate of Planning and Directorate of People to use real-time, streamlined and quality-checked data. Data is an essential tool in telling the story of what we are doing at the University. Part of this is acknowledged by recent University Charter Mark submissions, including Silver Athena SWAN and Silver Race Equality Charter. We are also placed among the Top 10 Employers in Stonewall's Workplace Equality Index and have gained Disability Confident Leader status.

### Our EDI Community

There are three main groups involved in developing policies, structures and activities supporting EDI across the University.

The EDI Directorate has overall oversight of EDI coordination and management across the University, leading the development and monitoring of the EDI strategy. It is made up of an EDI Director who sits in the PS leadership team, Partners overseeing faculties and Professional Services to implement EDI practices within their area, Project Officers, Data Analysts and a Charter Marks Coordinator.

Academic leads provide leadership and guidance to colleagues working on the University's Equality Objectives. Their focus areas include teaching and learning, Charter Marks, committee participation, plus student and colleague

recruitment, retention, and achievement. We have designated academic leads for gender and sexual orientation, race and religion, and disability.

Staff networks provide a key platform for diverse voices to advocate for improvements and contribute directly to the EDI Committee. They are essential for promoting organisational change and inclusivity at the University. Overall network membership totalled 1,956 colleagues at the end of 2023/24. Our networks represent key communities, including:

- AllOut LGBTQ+ Network
- Black, Asian and Minority Ethnic Network
- Disability Staff Network
- Women at Manchester Network
- Parents and Carers Network

Faculty-based EDI colleagues are also essential strategic partners in implementing EDI initiatives, promoting inclusive practices, and coordinating events across their institutional units.

### Reflecting on 2023/24

As we enter the final year of our EDI strategy, we are prompted to reflect on our successes and ongoing challenges. The 2024 report highlighted the underrepresentation of Global Majority colleagues in senior and PS roles, and of senior female academics. It also noted the overrepresentation of disabled, male, and Global Majority colleagues in grievance and disciplinary cases.

In response, we implemented targeted leadership programmes, recruitment reviews, and training initiatives that have successfully increased the representation of disabled colleagues, Global Majority PS colleagues, and female and Global Majority professors. However, challenges persist: improved representation of disabled colleagues varies by legal sex and ethnicity; female professors still account for less than one-third of the total; and Global Majority and male colleagues continue to be overrepresented in grievance and disciplinary cases.

The 2024 report further identified that Global Majority candidates were underrepresented among those shortlisted and successful for promotions and recruitment. While this year saw a higher proportion of Global Majority candidates succeed in professor and reader promotions - though small numbers limit meaningful analysis - the gap in recruitment success rates between White and Global Majority applicants has widened across both Academic and PS roles. New starter and leaver rates are improving.

Additionally, last academic year, there was a persistent gap between colleagues who shared that they were disabled and those who accessed the Disability Advisory Support Services. While this gap has not narrowed, both sharing and service usage rates have increased, indicating improved representation and awareness of disability across the University.

For students, the 2024 report revealed an 8.9% drop in undergraduate disability sharing rates (under half of 2022/23's sharing rate), low male undergraduate and postgraduate enrolment, and the underrepresentation of female and Global Majority students on postgraduate research courses. These remain key issues in the 2025 report. Global Majority postgraduate researcher representation has increased but more work is needed to accelerate this progression.

Following this report, it will be crucial to leverage these insights to inform our new EDI Plan and the broader University 2035 strategy. By taking a holistic and intersectional approach, we aim to embed equity and inclusion in everything we do, building a truly inclusive organisation that reflects our commitment to equity and belonging.



# Our achievements

## Cultural Institutions

### Jodrell Bank Centre for Engagement (JBCE)

The JBCE is committed to making science accessible to all, promoting access and inclusion in physics and astronomy – areas of academic research that currently lack diverse representation. Creativity and innovation are fundamental to their approach to engagement. Key 2023/24 highlights include:

- **Work Placement Programme:** Opportunity for young people aged 15+ to gain skills and experience in science communication roles, supporting pathways into STEM. 25 youth joined the programme this year.
- **Bluedot Festival:** Hosted annually to engage audiences who may not typically visit science centres. The festival blends music, science and culture, featuring talks and exhibits from researchers alongside art, comedy, and performance. Accessibility is prioritised through partnerships with best practice organisations such as Attitude is Everything. The bluedot approach is extended to events year-round.
- **Explore Your Universe: Valuing Inclusion:** Funded site visits for 96 young people via Into University and On Side Youth Zones.
- **‘Relaxed’ Sessions:** Launched with local charity Space4Autism, these monthly sessions support visitors who benefit from a quieter environment.
- **Community Ticket Scheme:** Visitors can ‘pay it forward’ and donate an additional ticket for someone facing financial barriers, distributed through partners supporting foster families, young carers and refugees.
- **Volunteer Programme:** Funded the First Light Project; an opportunity for the public to support visitor engagement.

### Manchester Museum

A commitment to EDI is central to the Museum’s mission to build understanding between cultures and a more sustainable world. A few key highlights underpinning the Museum’s commitment to ensuring diverse, equitable and inclusive experiences this year include:

- **Visitor experience:** Sector-leading access facilities are available to all colleagues and visitors and widely used across the museum. These include our prayer and reflection space, picnic area, quiet space, and Changing Places toilet (offers additional equipment

and space to meet the needs of people with severe disabilities). Broadening options for engaging with the collections, the conservation department is developing the use of haptics to enhance visually impaired and blind visitors’ experiences of the collection, including a newly installed Ancient Egyptian haptics relief in the Main Hall.

- **Events programme:** The annual cultural celebration calendar is ever growing, developed and led in partnership with local communities. Thousands of visitors have come through the doors to learn more about and celebrate Africa Day, Vaisakhi, Lunar New Year, Nepal Day, Diwali and our community Iftar.
- **Approach to learning:** The Learning Team is committed to valuing and centering children’s own knowledge, background and experience in interpreting artefacts. Through a dialogic teaching approach, the team decentre the museum as ‘expert’ and help empower children as agents in their own learning. The history and science themed programmes rely as little as possible on reading and writing, supporting all children of all literacy levels to access learning. This year the Museum launched a new young people’s ‘Critical Conversations’ discussion space, creating opportunities for young people to think and reflect critically about museums, heritage, culture and the world. The new year will also see the launch of a public decolonising trail, inviting visitors to learn more about and engage with the Museum’s colonial history.
- **Equitable work with marginalised groups:** The Museum has a cross-departmental access working group, working to improve best practice across all areas of work; their inclusion operational plan will feed into the wider museum strategy. Working with partners across the city, our WILD exhibition features a wall dedicated to D/deaf and disabled young people’s experiences of nature. The Museum has also been developing a programme of identity themed workshops, utilising collections to bring people together around shared identities and experiences across themes including race, gender and sexuality.
- **Top Floor Hub for Social Justice and Environmental Action:** The Top Floor Hub continues to develop ways to support grassroots work across the city. The hub hosts termly ‘Meet The Change-maker’ takeovers, to platform the work of local groups striving to build a more just and sustainable world.

### The Whitworth

This year The Whitworth monitored and evaluated ethnic inequality and policy changes to support anti-racism work in the gallery. An intersectional analysis of data on ethnic inequality is planned for 2025, to better monitor EDI.

- **Workforce and Governance:** Recruitment of new external board members to the Whitworth Oversight Group increased the ethnic diversity of the board to above 50% Global Majority membership. Colleague diversity has also improved, with the percentage of Global Majority colleagues nearly doubling since 2018 to 15% this year.
- **Recruitment:** Inclusive recruitment policy improvements have had a positive impact. In 2023-24, 31% of applicants identified as Global Majority, up from 20% the previous year. Although there was a slight decrease at the shortlisting stage, 38% of appointed candidates were from the Global Majority, surpassing the initial application rate.
- **Audiences:** Global Majority audience representation rose to 27% in 2023/24, up from 15% in 2016/17. This demonstrates the positive impact of Anti-Racist practices in public spaces.
- **Visitor Perceptions of Anti-Racist Work:** Increased agreement among visitors that The Whitworth’s commitment “to be an Anti-Racist space is visible”. Public response has been very positive to the increased visibility of Black artists in public programming, anti-racism and representation. Visitors have expressed appreciation for the representation and reflection of their communities’ experiences and histories in exhibitions.
- **Participation:** Participation in Whitworth Workshops and Events demonstrates strong diversity, with 36% of participants from Global Majority communities. Some programmes, like Afrocats sessions, achieve up to 52% Global Majority participation, closely reflecting local community demographics.
- **Volunteers:** Volunteer diversity has recovered strongly since a dip during the pandemic, supported by the gallery’s Anti-Racist practices. Global Majority representation has increased to 43% in 2023/24, from 27% in 2018/19. This figure now closely mirrors Manchester’s population demographics.

## Professional Services (PS)

**Directorate of Planning:** An EDI Champions SharePoint

site has been created to increase skills and awareness of EDI, with a communications plan being developed.

**Employee Relations:** Launched in January 2024, the team has promoted alternative dispute interventions like mediation and facilitated conversation, to foster and embed a conflict resolution culture. Efforts have led to a significant 200% increase in mediation requests, suggesting growing employee trust in the process. In 2025, the team plans to better record and track reasons for disciplinaries or grievances, and demographic information of involved parties, to better monitor trends, to address disparities in conflict resolution outcomes.

**IT Services:** The Directorate carried out a series of interactive EDI workshops as part of the Communities of Difference programme: LGBTQ+ awareness; Anti-racism; and Neurodiversity and ADHD. In 2025, there are plans to pilot Supported Internships within IT Services.

As of November 2023, colleagues can add pronouns to Microsoft Teams, building inclusive practice and culture.

### Library - Ahmed Iqbal Ullah RACE Centre and Education Trust

This was another very busy year for the Ahmed Iqbal Ullah RACE Centre and Education Trust. The following is not comprehensive but offers highlights from our activities in 2023/24.

- Supporting teaching, learning and research:**
- Library and archive collections saw a year-on-year doubling of retrievals due to interest from researchers and undergraduate students.
  - Collaborated with 35 academics, from 13 disciplines across eight institutions, hosting workshops and seminars. A highlight was a visit from Morehouse College, Atlanta, one of the oldest Historically Black Colleges and Universities.
  - Supported and participated in four research projects.

- Working with schools and young people:**
- Delivered 15 sessions in formal and informal educational settings.
  - Collaborated with Eden Boys Academy in North Manchester: Students set up an archive club using our collections. Colleagues delivered sessions on archives and local histories, with pupils able to explore the RACE Centre’s collections. The Archivists’ Club showed students that archives are interesting,

relevant and accessible and that people they might identify with work in archives and libraries too. This collaboration originated from their History teacher, who had attended a workshop at the RACE Centre during his PGCE course at the University.

- Produced reading and resource lists on race, racism, migration, and refugeeism, offering trustworthy sources of information, highly valued by colleagues.

**Supporting anti-racist thinking and action:**

- Initiated an extended conversation with Black communities in Manchester, in a collaboration which produced a community-led Manifesto on Black histories. Feedback via an online call-to-action and event for young people fed into guidance for individuals and organisations on approaching Black histories ethically and respectfully.
- Led a collaboration with John Rylands Library's engagement team and a University of Manchester student group, Muslim Northern Women, on the exhibition "We have always been here". The exhibition featured the RACE Centre archive collections and a poem by Suhaiymah Manzoor-Khan. Engagement activities included workshops, tours, archive encounters, a book launch, a Q&A for Suhaiymah's latest book "Seeing for ourselves" and creative writing workshops, which were successfully attended. Raised important issues about whose stories are documented in archives and the value of oral histories for migrant and refugee communities.

**Documenting Global Majority histories:**

- Concluded flagship project "Coming in from the Cold", making previously hidden and undocumented history and heritage deposited and visible for Greater Manchester's communities, often for the first time. This made the RACE Centre one of the UK's biggest repositories of contemporary Global Majority Community History, uniquely holding material that was collected by the communities themselves.
- Launched the Dynamic Collections Heritage funded project "Community Led Collecting, Fit for the Future", to enable organisations to develop organisational and digital resilience through building digital skills and future-proofing collections management and development policies and practice.
- Collaborated with Mr Sarup Singh Landa, his family, and the Whalley Range Gurdwara to launch his book "Sikh Communities of Manchester" at an

oversubscribed event featuring readings, a Q&A session and an archive and object handling table

**Promoting ethical and inclusive practices:**

- Assisted the North West Consortium Doctoral Training Partnership in ensuring their funding is distributed equitably, and that postgraduate research with Global Majority communities is delivered respectfully and sensitively. Held workshops with postgraduate researchers and academics and produced a report with best practice recommendations, available on the Doctoral Training Partnership's website.
- Delivered training and development sessions for 135 cultural sector workers and presented or led workshops at seven conferences.

**Faculty of Biology, Medicine and Health (FBMH)**

**1. #countmein Campaign:** Over the last year, the Faculty devised and executed a communications and marketing campaign to encourage colleagues to update their equality data on MyView, using #countmein. This simple task takes only 5 minutes to complete and the data provided allows positive progress towards meeting EDI objectives and allocating appropriate time and resources to address the needs of our colleagues and students.

In FBMH, we are happy to announce we have seen an even further increase in our already high levels of participation in this scheme. Figures last year showed that on average, 26% of colleagues had yet to update their religious beliefs and sexual orientation information. As of September 2024, this figure has improved meaning now less than 15% of FBMH colleagues are still to update these details. Following the success of FBMH, the scheme has been rolled out to other areas of the institution.

**2. Faculty Athena SWAN Silver:** The Faculty was proud to receive the Athena SWAN Silver Award, a global framework used to support and transform gender equality within HE and research, led by Prof. Natalie Gardiner (Associate Dean for EDI). The award showcases the commitment made to achieve gender equality and meet equality legislation requirements but also identifies areas for positive action; recognises and shares good practices; and supports the promotion of inclusive work environments. In 2018, all three Schools were holders of individual Silver Athena SWAN awards.

For renewal, the Faculty consolidated efforts into one

Athena SWAN Award application, rather than submitting three concurrent School applications. The rationale of this approach was to create a more inclusive and robust dataset (the single school approach omitted data from ~600 Faculty Office colleagues), encourage collaboration, reduce duplication of effort, and enable resources to be diverted to school-specific issues. Faculty colleagues worked closely with the EDI Directorate to successfully achieve the goal of a Silver Award. A Silver Award recognises that issues have been identified, and actions have been taken to address them.

**3. IWD hosts first international speaker:** The Faculty held an inspiring event for International Women's Day with Professor Olive Mugenda. Professor Mugenda is currently the Chairperson of the Kenyatta University Teaching Referral and Research Hospital, an institution which is recognised as one of the University's international partners in the Kenya UK Healthcare Alliance.

The event reflected on her experience of navigating challenges in the workplace as a woman. Professor Mugenda has dedicated her education and professional career towards understanding women's issues and fighting for healthcare equality. The talk formed part of a wider programme of events in association with the Faculty Internationalisation Team and was hosted by Professor Natalie Gardiner and Professor Keith Brennan. One of the many outcomes included applying for a British Council Going Global Gender Equality Partnership.

**4. Diversifying Leadership programme launched:** This year, the 'Diversifying Leadership' Secondment Programme launched, offering Academic and PS colleagues the opportunity to lead projects that aim to enhance leadership skills with senior mentorship. Secondees develop and take ownership of specific agreed projects for the Faculty, and access career coaching and personal leadership development programmes. The scheme recognises underrepresentation in FBMH leadership and welcomes applications from Global Majority PS (Grades 5-7) and Academic (Lecturer, Senior Lecturer and Reader) colleagues.

**5. Disability World Cafes (Estates):** In February 2024, a team of Faculty representatives - including colleagues from Estates, the Faculty Leadership Team, Planning and our student community - ran a series of World Café sessions to give students and colleagues the opportunity to share their views on the Faculty's buildings. The sessions, facilitated by Dr Paula Sanderson, focused on the future of research and teaching in the Faculty, aiming

to make best use of the estate in a sustainable way that minimises climate impact, whilst creating an inclusive and accessible environment for all who use it. The team also ran Disability-/Neurodivergent-specific sessions to ensure the estate works for everybody and their needs. The results from this session played a key role in decision-making during the finalisation of the Faculty's space principles.

**Faculty of Humanities (HUMS)**

**1. EDI governance structures have been standardised** across the Faculty. All former School 'EDI Leads' have now become EDI Directors with *ex officio* membership of their School Leadership Teams and a ring-fenced budget.

**2. Committee reform:** The memberships of School and Faculty Promotion Committees in Humanities have been reformed to ensure there is an EDI-focused member on each committee. The School EDI Directors will be *ex officio* members of the School Promotion Committees, and the Vice Dean for Social Responsibility and Inclusion will be an *ex officio* member of the Faculty Promotion Committee.

**3. Promotion workshop:** The Faculty held its first cross-School promotion workshop for Global Majority Academic colleagues, which was very well attended. The workshop consisted of a People Team presentation on the application process; a presentation on preparing for promotion and tips for applying; and a panel of Humanities colleagues reflecting on their personal experiences of applying for promotions. Similar workshops on disability and gender will take place in May 2025 and annually thereafter.

**4. Diversity and sexual consent training:** In 2024, the School of Arts, Languages and Cultures piloted compulsory training on diversity and sexual consent (with associated Blackboard spaces) for all first-year undergraduate students. The pilot will be evaluated with the aim of rolling this student training out across the Faculty.

**5. Work experience week:** The Humanities PS EDI Committee arranged a cross-University work experience week for more than a dozen Trinity High School students, including joint tours and sessions. Senior Humanities PS colleagues have also taken part in a career evening at Trinity, further cementing the Faculty's connection with the local school.



## Faculty of Science and Engineering (FSE)

**1. EDI skillset and resource:** In 2023/24, FSE further invested in EDI expertise, with both Schools appointing an EDI Manager to drive Athena SWAN actions and support efforts to build an inclusive environment and culture. In addition, the School of Natural Sciences recruited three full-time EDI coordinators to specialise in race, LGBTQ+, and disability training, advice, and advocacy.

**2. Embedded EDI considerations into research bids:** The faculty collaborated with the research support team to embed EDI into research plans from the outset. Research councils increasingly focus on EDI, asking researchers how they plan to make their work inclusive. A task and finish group was established to examine the requirements of research councils and identify the needs of researchers to meet these expectations. A crib sheet was developed to provide essential information, followed by a more comprehensive toolkit created in partnership with the University's research team. This toolkit is designed to help researchers incorporate EDI principles into their proposals, enhancing bid quality and inclusivity, and aligning with the University's broader EDI goals.

**3. Athena SWAN:** This year, FSE worked across the Schools to join up their action plans. This ensures work for gender equity is holistic - and duplication of work and siloing avoided - aiming to embed EDI across the faculty.

**4. EDI training:** EDI training for undergraduate students has been improved, with a focus on increasing completion rates and engagement. Starting in the 2024/25 academic year, training status will be recorded on student transcripts, incentivising completion.

**5. The FSE 'Big Sisters in STEM' podcast campaign:** In Summer 2024, the podcast featured a senior academic or industry professional and a more junior researcher or student to have conversations about their careers and subjects - all were underrepresented genders in STEM.

**6. Recruitment:** A pilot for a more inclusive recruitment process was implemented for UoM-funded postgraduate research positions. This new approach introduces a standardised process where all applicants are interviewed by a consistent panel, moving away from assessments based solely on paper applications. Clear questions and marking criteria are used, with the questions shared with candidates several weeks in advance. The revised

process aims to recognise candidates' potential through competency-based evaluation, rather than only look at what they have had the opportunity to experience. Initial data shows a small but perceptible improvement in the gender diversity of successful applicants, as well as a broader representation of their countries of origin.

**7. Black heritage student network:** Launched in February 2024 in collaboration with a student partner. Supported by Teaching and Learning student support colleagues, the network aims to foster belonging, connections, and skills among Black heritage students, enhancing their wellbeing and academic success. Initial events, including a welcome session, careers event, and revision lunch, received positive feedback, with students appreciating the supportive and intimate atmosphere of the gatherings.

**8. Scholarships:** FSE continues to offer undergraduate Cowrie Scholarships and Beatrice Shilling, enhancing diversity in higher education and removing financial barriers.

## Students' Union

Significant progress was made in supporting the trans community at the University. The first Trans Association Chair was appointed, actively campaigning on issues and access barriers that affect the trans community. Key projects included: launching the Gender Expression Fund; creating more gender-neutral facilities across campus; passing a trans inclusion policy at the union assembly; and improving the name change process.

The Student Gender Expression Fund was piloted to support transitioning, non-binary and questioning students with the cost of items such as makeup, binders and clothing. Uptake and feedback were extremely positive, with funding secured for the 2024/25 academic year, and plans to explore similar provision for colleagues.





# Colleague equality information:

## Key findings

### Age

Most colleagues at the University are within the '36 to 45' age range, totalling 28.8% of the workforce. The proportion of colleagues within the '36 to 45' age range has decreased since 2022 (see Figure 1). The data from 2024 shows that part-time colleagues tend to be older than full-time colleagues, and that the average age of Academic colleagues is slightly higher than the average age of PS colleagues (see Figures 2 and 3).

### Disability

9.8% of colleagues at the University have shared that they experience disability on their colleague records (see Figure 7). An additional 5.4% of colleagues are registered with the Disability Advisory Support Service. The proportion of colleagues who have shared that they are disabled has been increasing since 2020 (see Figure 11). The most prevalent disability type shared by colleagues, accounting for 29.1% of all disabilities, is a long-term illness or health condition such as cancer, chronic heart disease, diabetes, epilepsy, or HIV (see Figure 8).

### Ethnicity

B.A.M.E. colleagues make up 20.2% of our colleague population – a 3.3% increase since 2020 (2.6% increase in B.A.M.E. Academics and 4.0% increase in B.A.M.E. PS colleagues) (see Figure 18). The largest represented ethnic group is Asian, accounting for 60.8% of all B.A.M.E. colleagues (see Figure 13). 44.4% of B.A.M.E. colleagues are from Overseas, and 4.5% from EU countries. There is a higher proportion of B.A.M.E. colleagues at the University than in England and Wales overall, but fewer than in the City of Manchester and the County of Greater Manchester (Figure 43).

### Legal sex

52.0% of the University's colleagues are female – a 1.5% increase since 2020, with a 2.6% increase in the proportion of female Academics (see Figure 30). There is a notable difference in the representation of female colleagues at the highest levels of seniority between Academic and PS roles: 30.4% of Professors are female (see Figure 36), compared to 52.9% in the highest PS positions at grades 8/9 (see Figure 35).

### Recruitment

Female applicants were significantly more successful than male applicants for core Academic positions, and slightly more successful for researcher and PS (both Faculty-based and central) positions. For core Academic positions, 56.3% of applications were sent by B.A.M.E.

candidates, but only 37.5% were shortlisted and 27.6% were successful. In comparison, 37.6% of applications were sent by white candidates, with 57.6% shortlisted and 69.1% successful (see recruitment tables). Similar trends were found for researcher and PS positions, in terms of ethnicity and success rates.

### Promotions

In core academic promotions, male colleagues are more likely to apply for promotion but tend to be less successful than female colleagues. B.A.M.E. candidates are more likely to apply than their white counterparts for Senior Lecturer/Senior Research Fellow roles, yet they experience lower success rates. They also show a higher likelihood of applying for Reader positions, and are more successful than white candidates. B.A.M.E. candidates are less likely to apply for Professor/Chair roles and have lower success rates compared to white candidates (see promotion section for Ethnicity and Legal sex).

### Leavers

The percentage of female colleagues among those who left the University in the past year has increased (see Figure 31), whilst the percentage for B.A.M.E. colleagues has decreased (see Figure 19). The turnover rate for B.A.M.E. colleagues in permanent Academic roles is the lowest it has been in five years, however for B.A.M.E. colleagues in permanent PS roles, it is the highest (see Figures 25 and 26).

### Sexual orientation and gender identity

81.4% of University colleagues responded to questions about sexual orientation, with response rates increasing steadily since 2020 (see Figure 37). Of the known data, 78.6% of colleagues are 'Heterosexual' and 10.4% are 'Lesbian', 'Gay', 'Bisexual' or 'Other' (LGB+, see Figure 38).

### Religion

81.4% of University colleagues shared their religion, following an increasing trend since 2020 (see Figure 40). Of the known data, 51.3% of our colleagues shared that they have 'no religion/belief'. The top three most prevalent religions are Christianity (27.3%), Islam (5.3%) and Hinduism (2.1% - see Figure 41).

### Internationalisation

We have more than 2,750 colleagues who have declared their nationality as Overseas or EU. This group comes from over 100 different countries. China, India, and Italy are the top three countries of origin of the University's international colleagues (see international section).

### Analysis of University Policies

- **Maternity and Paternity Leave:** 2.5% of colleagues (301 people) took maternity, paternity, shared parental, or statutory leave in 2024. This is a very small decrease from 2023 figures. The most common type of leave was maternity leave.
- **Grievances, Disciplinary and Tribunal Cases:** in terms of requesting grievances cases, B.A.M.E. and disabled colleagues are overrepresented compared to their overall representation at the University. In terms of disciplinary cases, B.A.M.E. and male colleagues are overrepresented.
- **Report and Support platform:** in terms of reports submitted, harassment, bullying, other and sexual assault are the most common types of incidents that are reported through the platform. The link to the platform, definitions, as well as an explanation of the reporting process can be found here: [www.reportandsupport.manchester.ac.uk](http://www.reportandsupport.manchester.ac.uk)

### Methodology

Data of current colleagues in this report relates to the 2023/24 year and has come from the Annual Performance Review dataset produced by the People Directorate. The data is current and up to date as of 31st July 2024 and has been analysed by the Equality, Diversity, and Inclusion Directorate. Data related to Recruitment is taken from Job train/Yellowfin system and data related to Academic promotions is collected by People partners.

In our analysis of the Annual Performance Review dataset, we focus on substantive colleagues, considering only their main post to avoid double-counting. For specific employment processes such as promotions and recruitment, and various HR-related activities, we include all records to ensure comprehensive coverage.

Throughout this report, the data is split by Academic colleagues and Professional Services (PS) colleagues. Academic colleagues are split by Professor, Senior Lecturer, Reader and Lecturer. Research colleagues include Researchers, Research Fellows and Senior Research Fellows, and Teaching only. When the term 'Academic' is used in this report, it groups together both Academic and Research colleagues. PS colleagues are in a range of roles such as administration and technical roles.



Age

Figure 1: All colleagues by age, 2022-2024

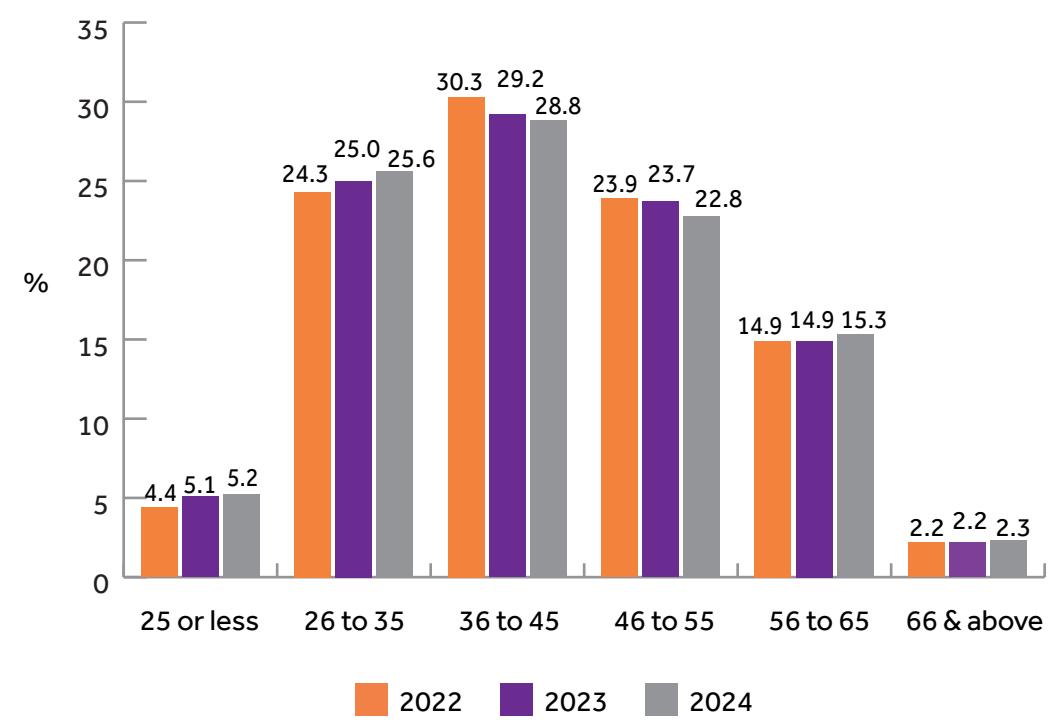
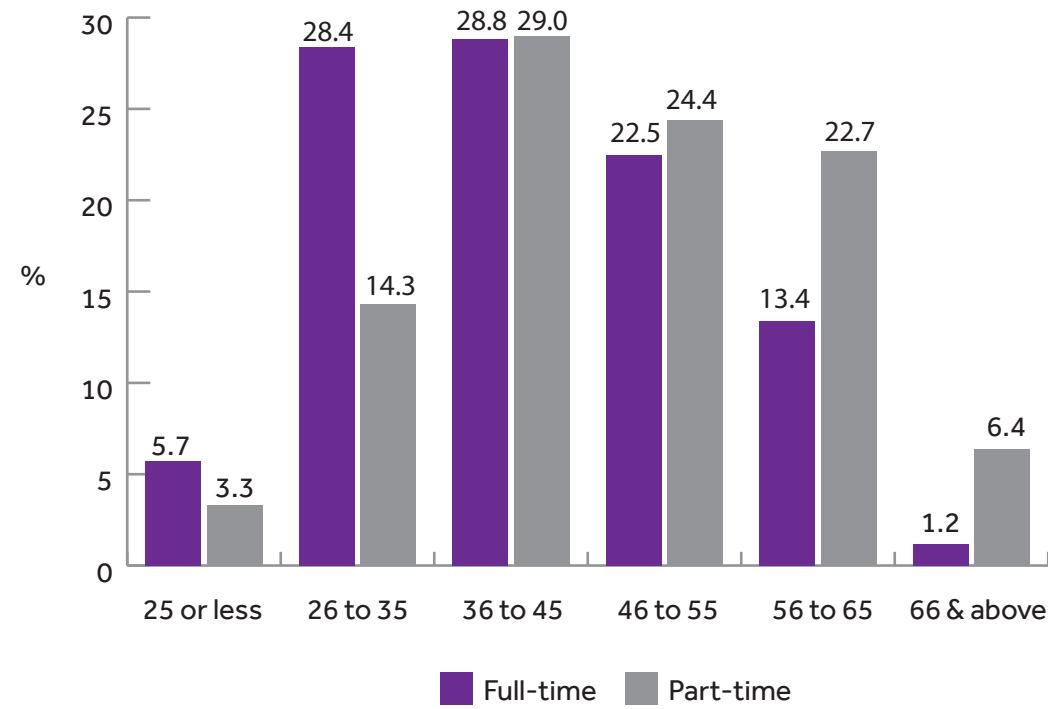


Figure 2: Full-time and part-time colleagues by age, 2024



The University employs colleagues representing a wide range of ages, with most colleagues at the University being aged from 36 to 45 (28.8% - see Figure 1). Full-time colleagues as well as part-time colleagues at the University tend to be aged 36 to 45, however full-time colleagues are almost equally likely to be aged 26 to 35 (Figure 2). The majority of both Academic and PS colleagues are aged between 36 and 45 years old (Figure 3).

Figure 3: Academic and Professional Services colleagues by age, 2024

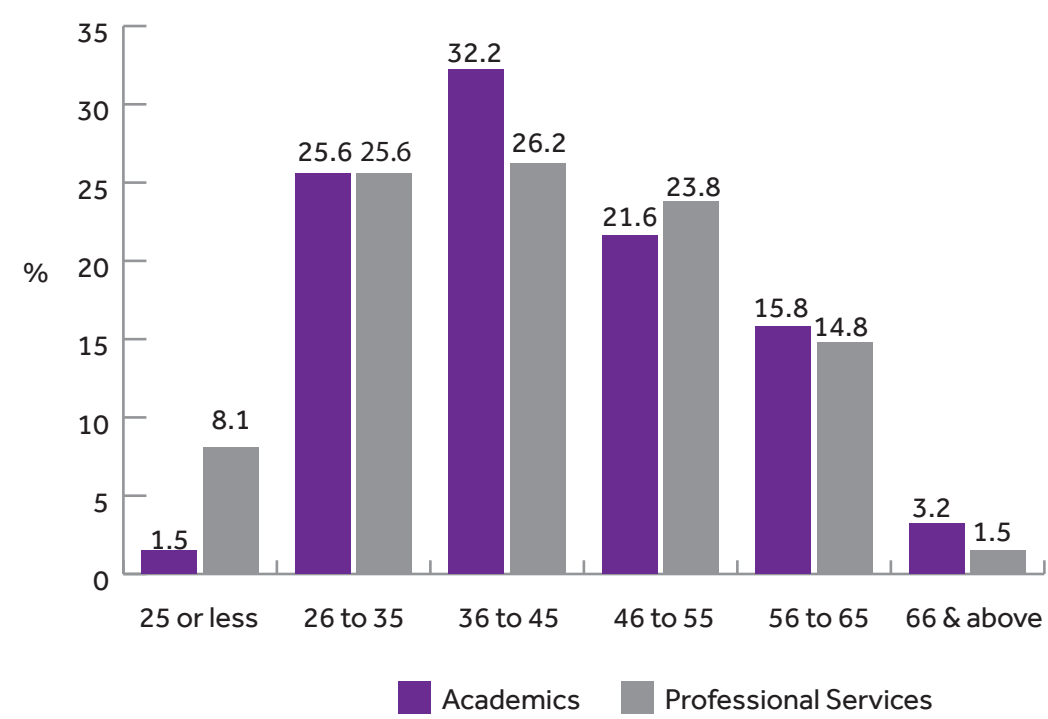
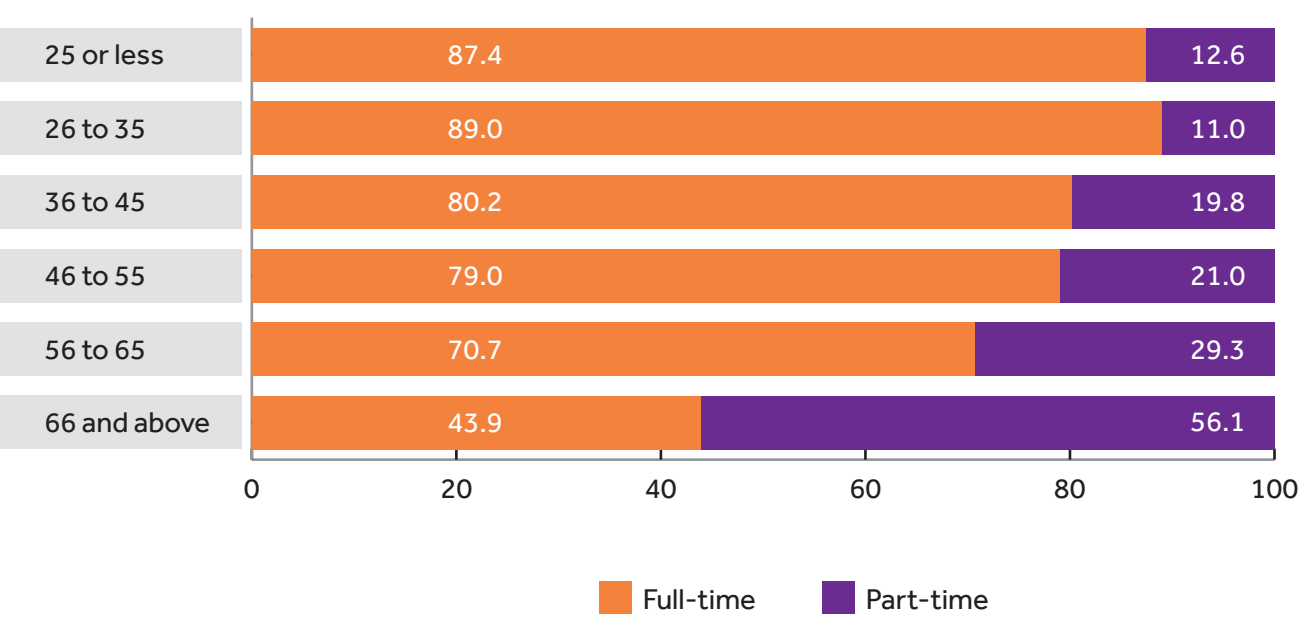


Figure 4: All colleagues by age, 2024



The percentage of colleagues working full-time at the University decreases as age increases, except for the age bracket 26 to 35 (Figure 4). Colleagues of ages 26 to 35 are most likely to be working full-time (Figure 4). This is the case for Academic colleagues (Figure 5) but not for PS colleagues, where it is colleagues aged 25 or less who are the most likely to be working full-time (Figure 6).

Figure 5: Academic colleagues by age, 2024

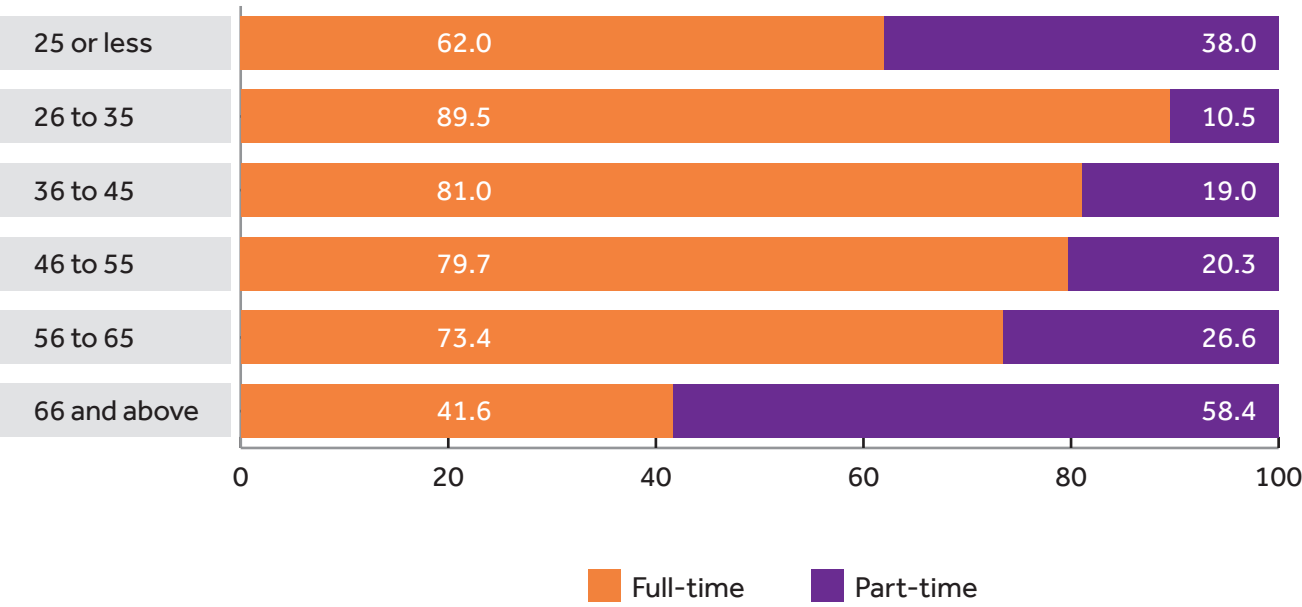
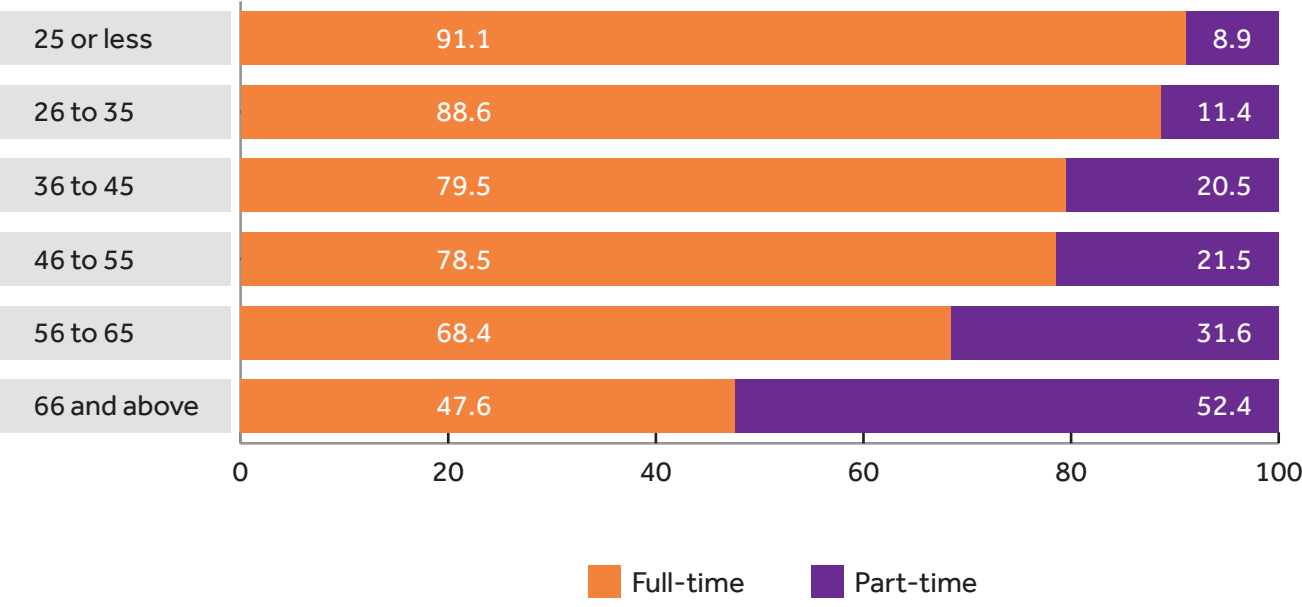
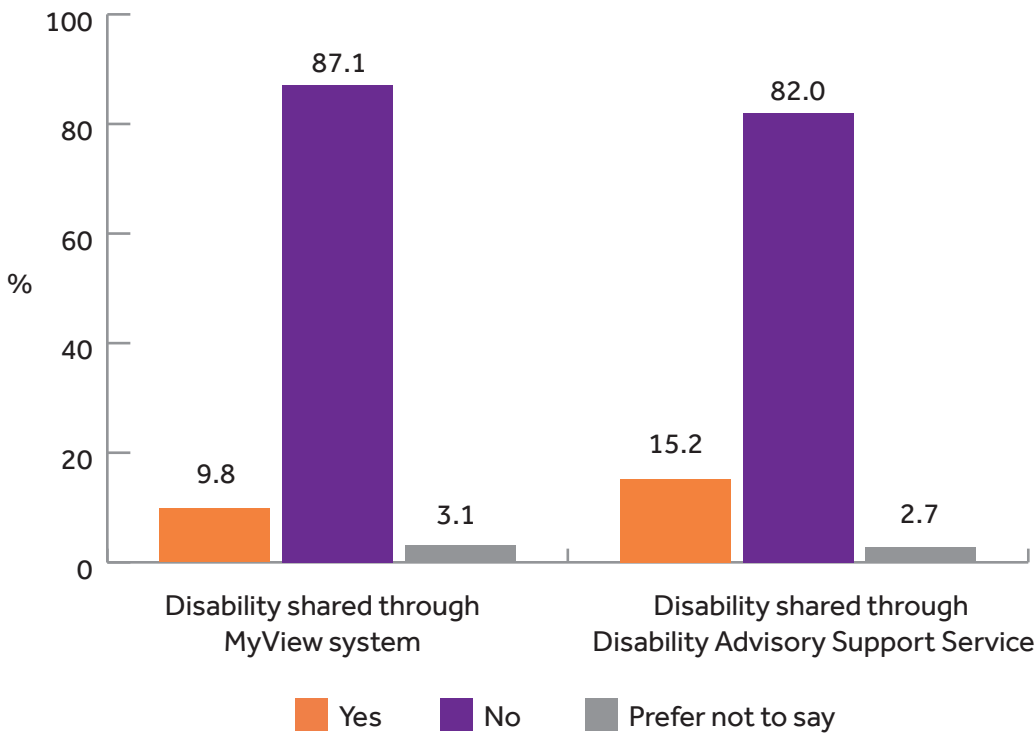


Figure 6: Professional Services colleagues by age, 2024



# Disability

Figure 7: Disability shared by colleagues, 2024



The percentage above refers to the proportion of colleagues who have shared that they are disabled through the People system. However, there are some colleagues who choose not to share that they experience disability, but are registered through the Disability Advisory Support Service. When these individuals are included, the proportion of disabled colleagues rises to 15.2%. We continue to work on improving sharing disability at the University.

9.8% of colleagues at the University have shared that they are disabled on their colleague records. The percentage of all colleagues sharing that they experience a disability has more than doubled since the publication of the Equality Act, with colleagues in PS being more likely to share their disability information than Academic colleagues. Holding the most complete and accurate information enables the University to effectively tackle discrimination and equalise opportunity in its community. The most prevalent disability type shared by colleagues is a long-term illness or health condition, such as cancer, chronic heart disease, diabetes, epilepsy, or HIV. This accounts for 29.1% of all disabilities shared (Figure 8).



Figure 8: Breakdown of disabilities, 2024

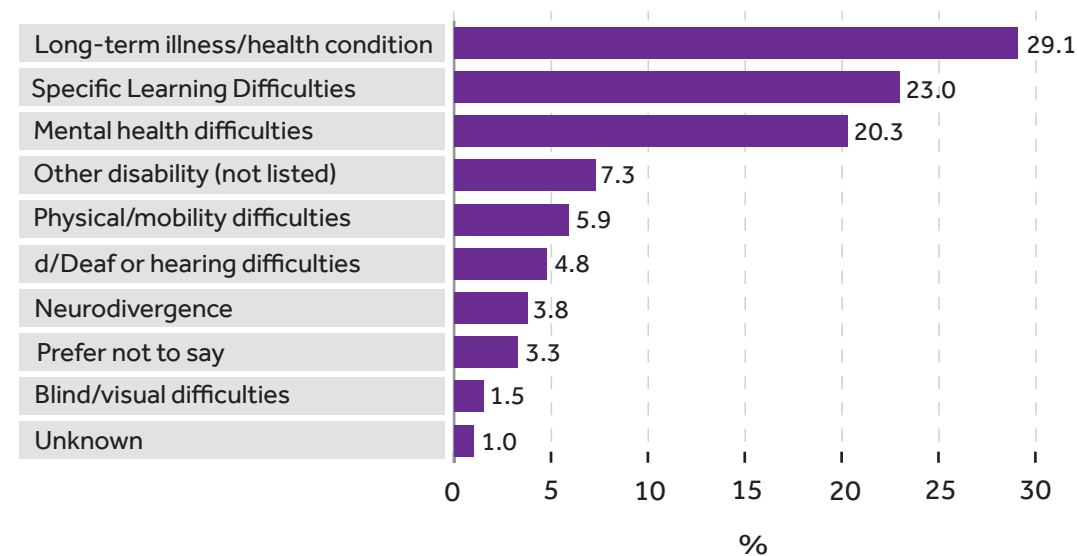


Figure 9: Disability by legal sex, 2024

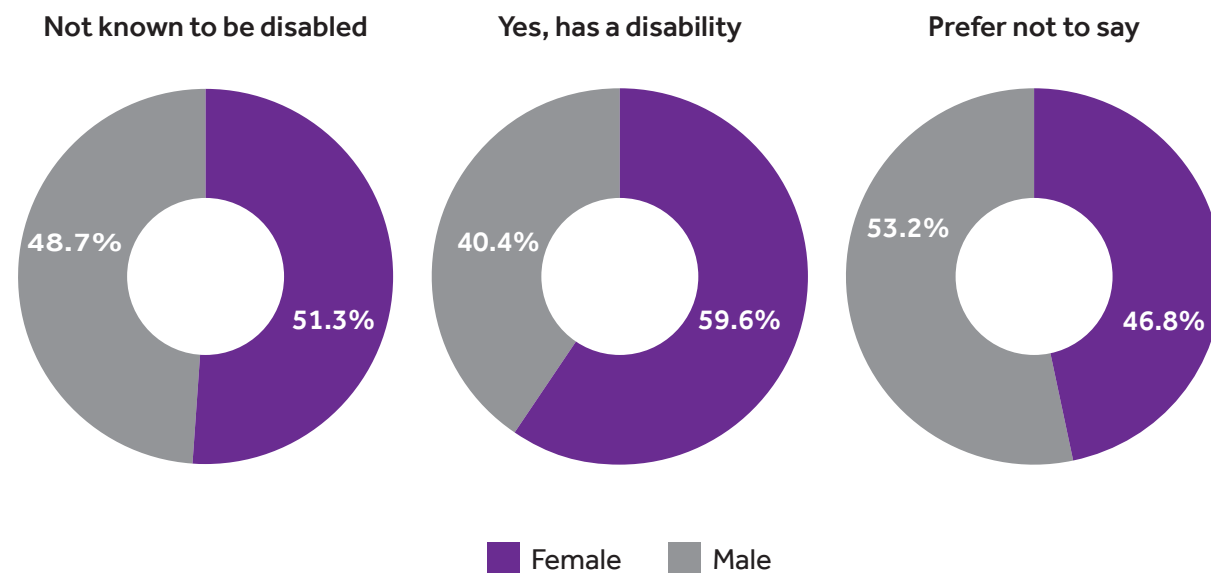
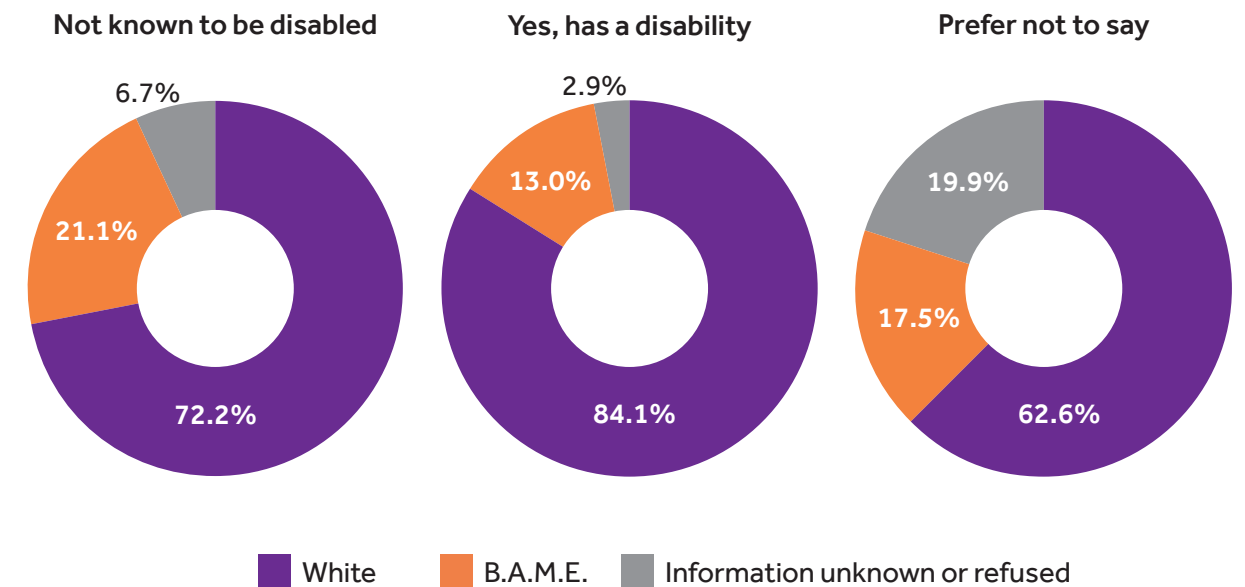
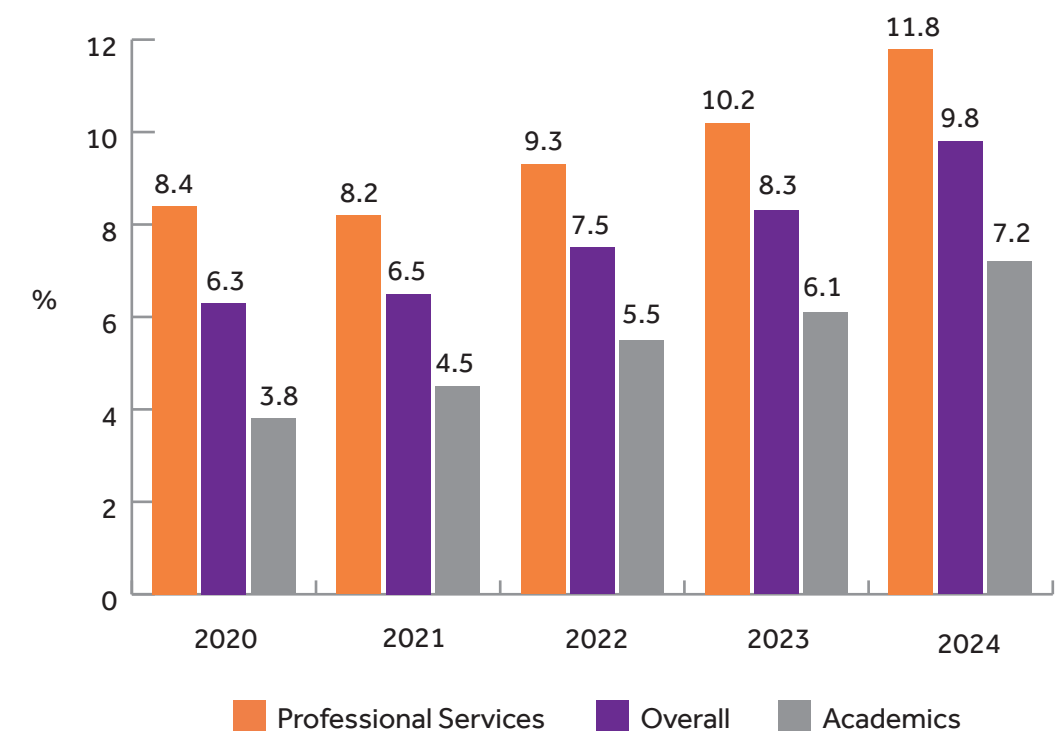


Figure 10: Disability by ethnicity, 2024



59.6% of colleagues who have shared that they experience disability are female, while the proportion of colleagues with no known disabilities is approximately 50/50 in terms of legal sex (Figure 9). For the past five years, the percentage of PS colleagues who have shared that they are disabled has been consistently higher than the percentage of Academic colleagues (Figure 11). Between 2020 and 2024, there has been a 3.5% increase in the percentage of all colleagues who have shared that they are disabled.

Figure 11: Disabled colleagues in PS and Academic roles, 2020-2024



# Ethnicity

Figure 12: All colleagues by ethnicity, 2024

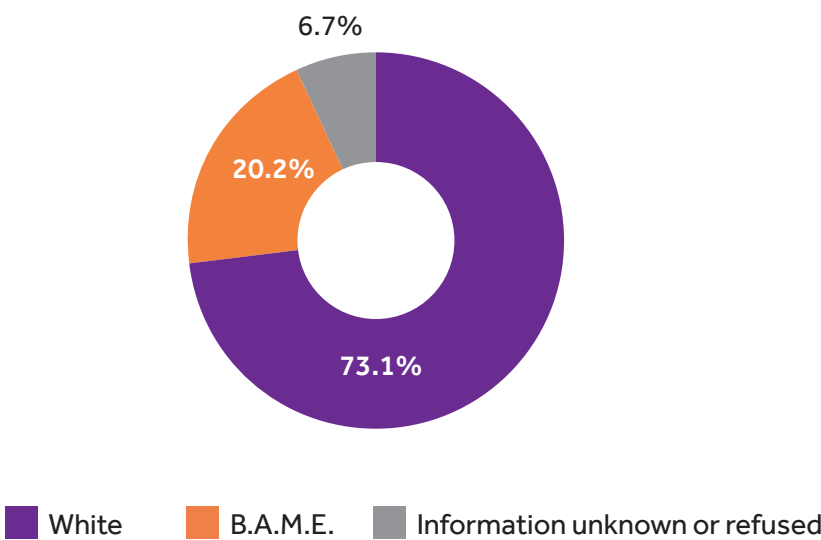
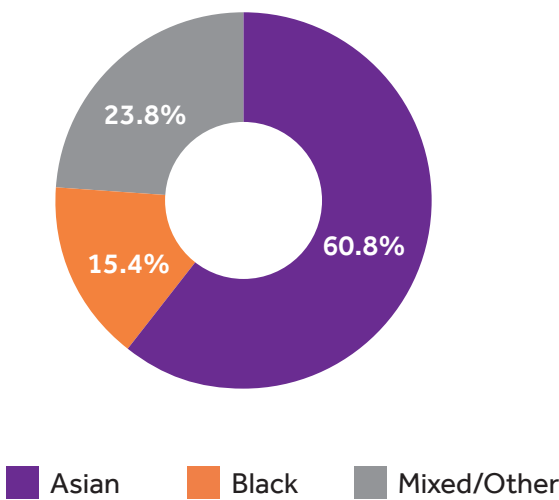


Figure 13: B.A.M.E. colleagues by ethnicity, 2024



B.A.M.E. colleagues make up 20.2% of our colleague population (Figure 12).

Figure 14: B.A.M.E. Professional Services colleagues by ethnicity, 2024

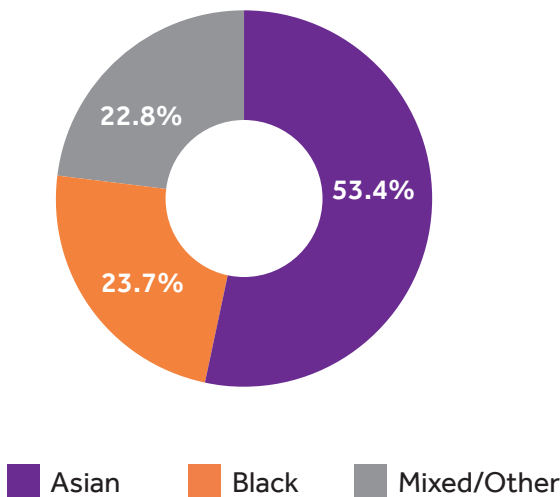
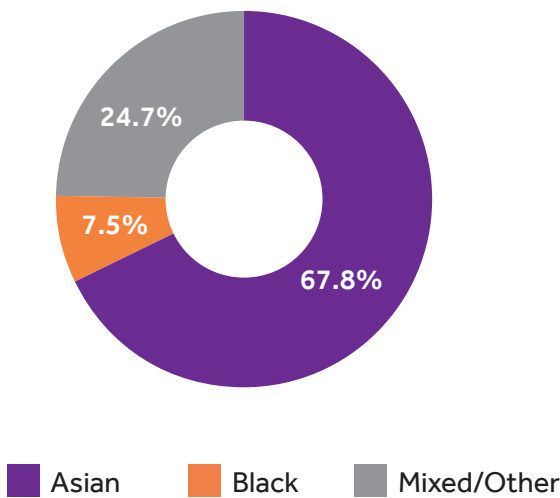


Figure 15: B.A.M.E. Academic colleagues by ethnicity, 2024



Of all B.A.M.E. colleagues working at the University, 60.8% are Asian (Figure 13). However, when analysed in terms of their functions at the University, there is a significant difference in the proportion of Asian colleagues in Academic posts compared to PS posts. 53.4% of B.A.M.E. PS colleagues are Asian (Figure 14) in comparison to 67.8% of B.A.M.E. Academic colleagues (Figure 15). Out of Academics who identify as Asian:

- 34.0% declared British Nationality
- 32.3% declared their nationality as Chinese, Hong Kong-Chinese or Chinese Tapei
- 12.7% declared Indian nationality

Only 7.5% of Academic colleagues are Black (Figure 15) in comparison to 23.7% of PS colleagues (Figure 14).

The proportion of B.A.M.E. colleagues is slightly higher among females than males (see Figure 16).



Figure 16: Ethnicity by legal sex, 2024

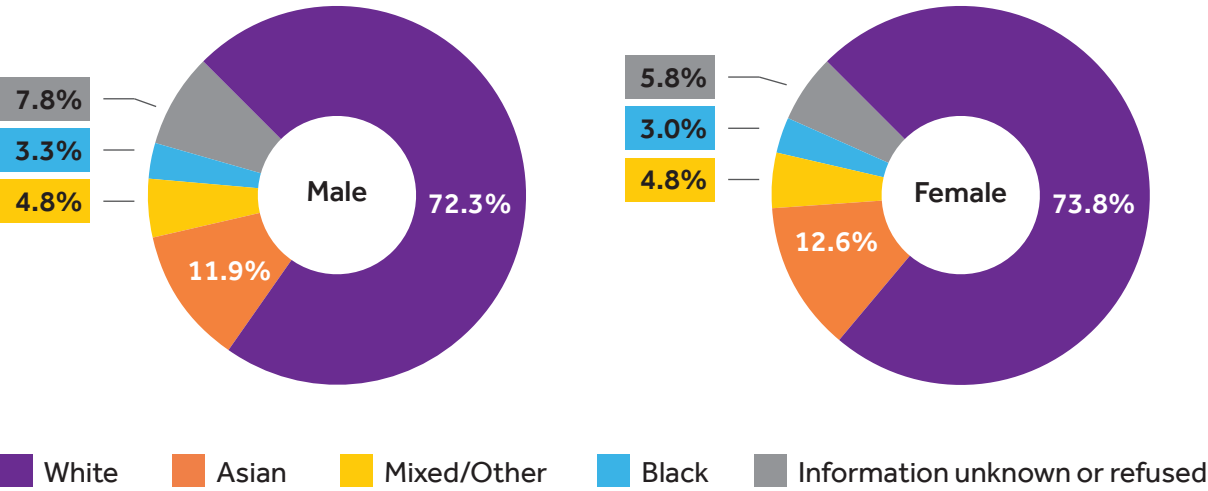


Figure 17: Proportion of B.A.M.E. colleagues among new starters, 2020-2024

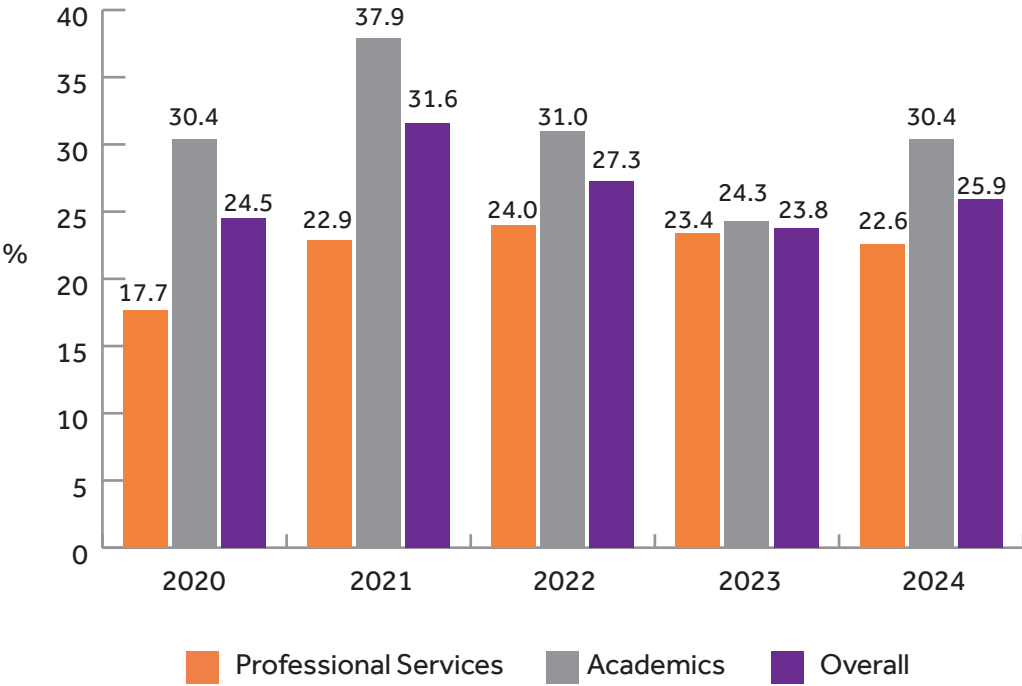


Figure 18: Proportion of B.A.M.E. colleagues in PS and Academic roles, 2020-2024

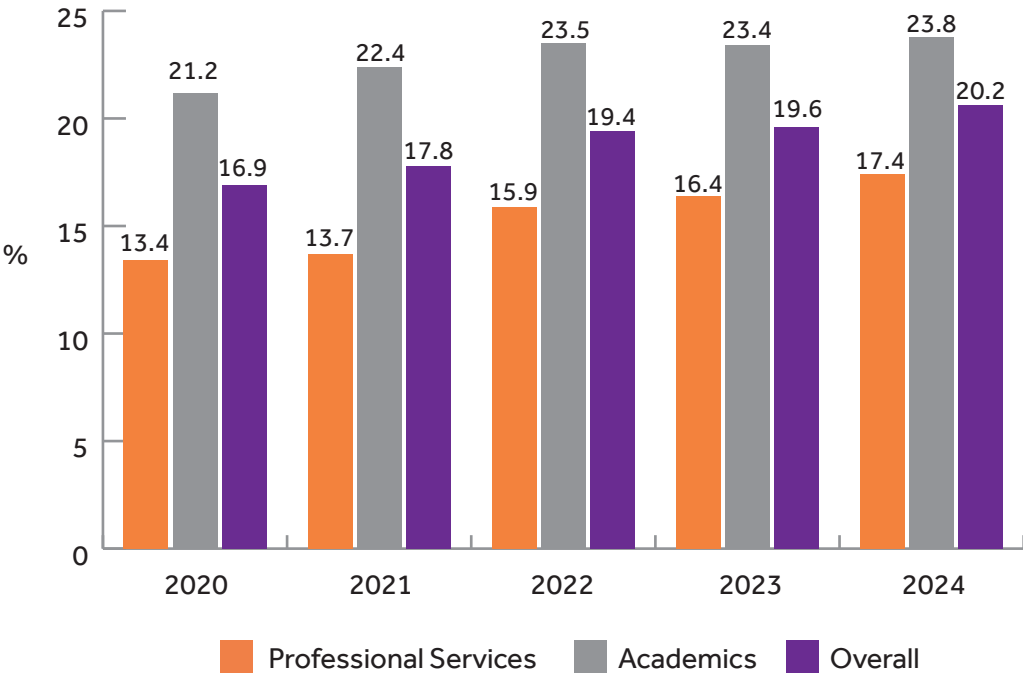
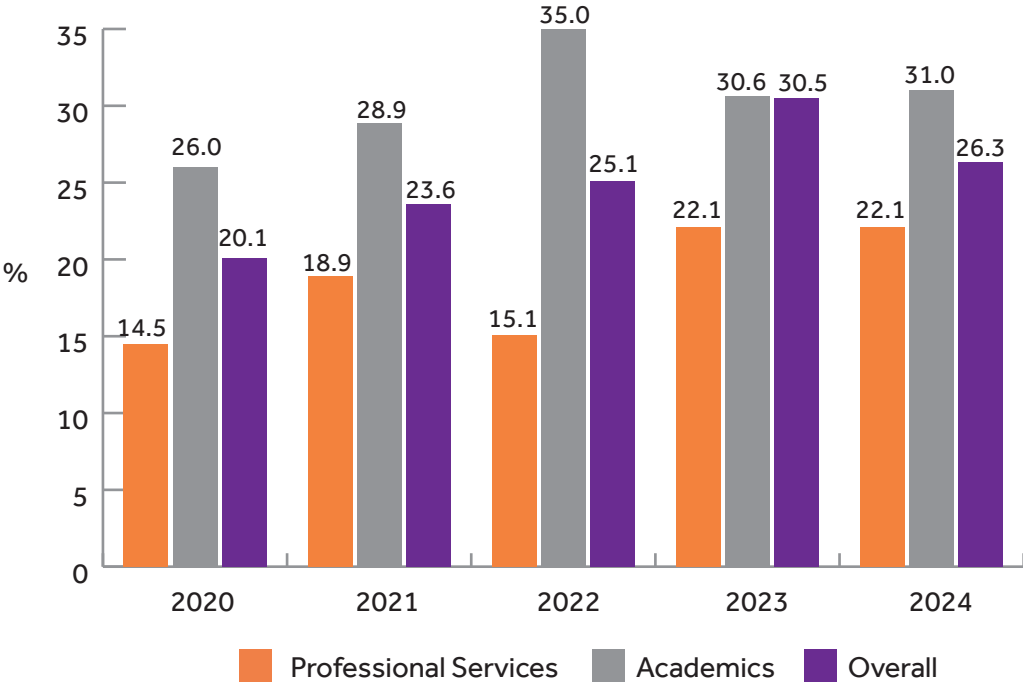


Figure 19: Proportion of B.A.M.E. colleagues among leavers, 2020-2024



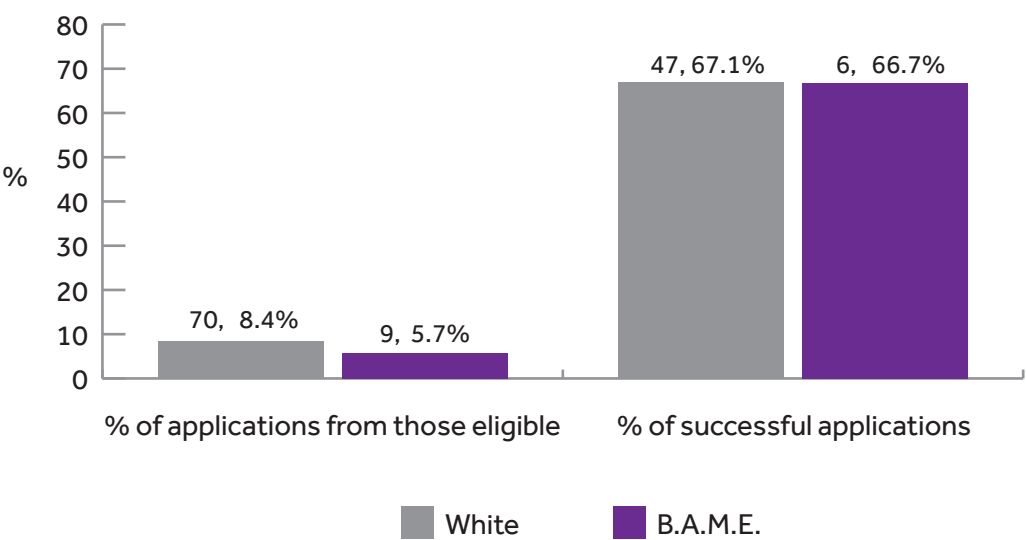
**New Starters:** The proportion of B.A.M.E. colleagues is higher among new Academic starters (30.4%) than among new PS starters (22.6%) (Figure 17).

**Current:** The percentage of B.A.M.E. colleagues in Academic roles has consistently been higher than in PS roles over the past five years (Figure 18). Since 2020, the overall proportion of B.A.M.E. colleagues at the University has increased by 3.3%, including a 4.0% increase in PS roles and a 2.6% increase in Academic roles.

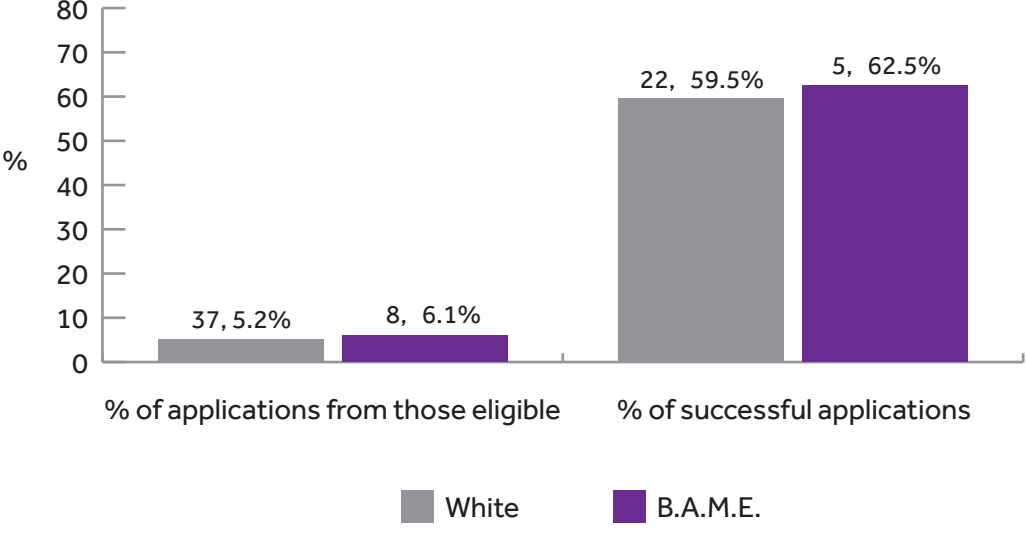
**Leavers:** The proportion of B.A.M.E. colleagues among leavers is higher for Academics (31.0%) than for Professional Services (22.1%) (Figure 19).

**Pipeline:** In the 2023/24 promotion round, B.A.M.E. Academics were more likely to apply for Reader and Senior lecturer/ Senior research fellow positions. However, white Academics were more likely to apply for Professor/Chair (the most senior) positions (Figures 20, 21 and 22). B.A.M.E. candidates were less likely to be successful compared to white candidates when applying for a promotion at Professor and Senior lecturer/Senior research fellow level. The number of individuals is small which makes interpretation difficult.

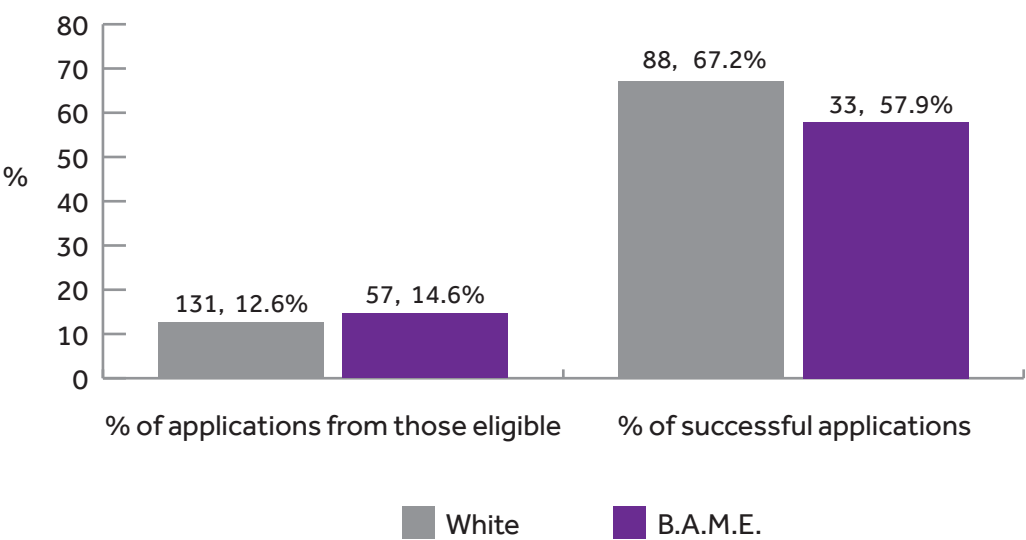
**Figure 20: Promotions to Professor/Chair by ethnicity, 2024 (count, percentages)**



**Figure 21: Promotions to Reader by ethnicity, 2024 (count, percentages)**



**Figure 22: Promotions to Senior lecturer/Senior research fellow by ethnicity, 2024 (count, percentages)**



**Figure 23: Proportion of B.A.M.E. colleagues in Professional Services grades, 2020-2024**

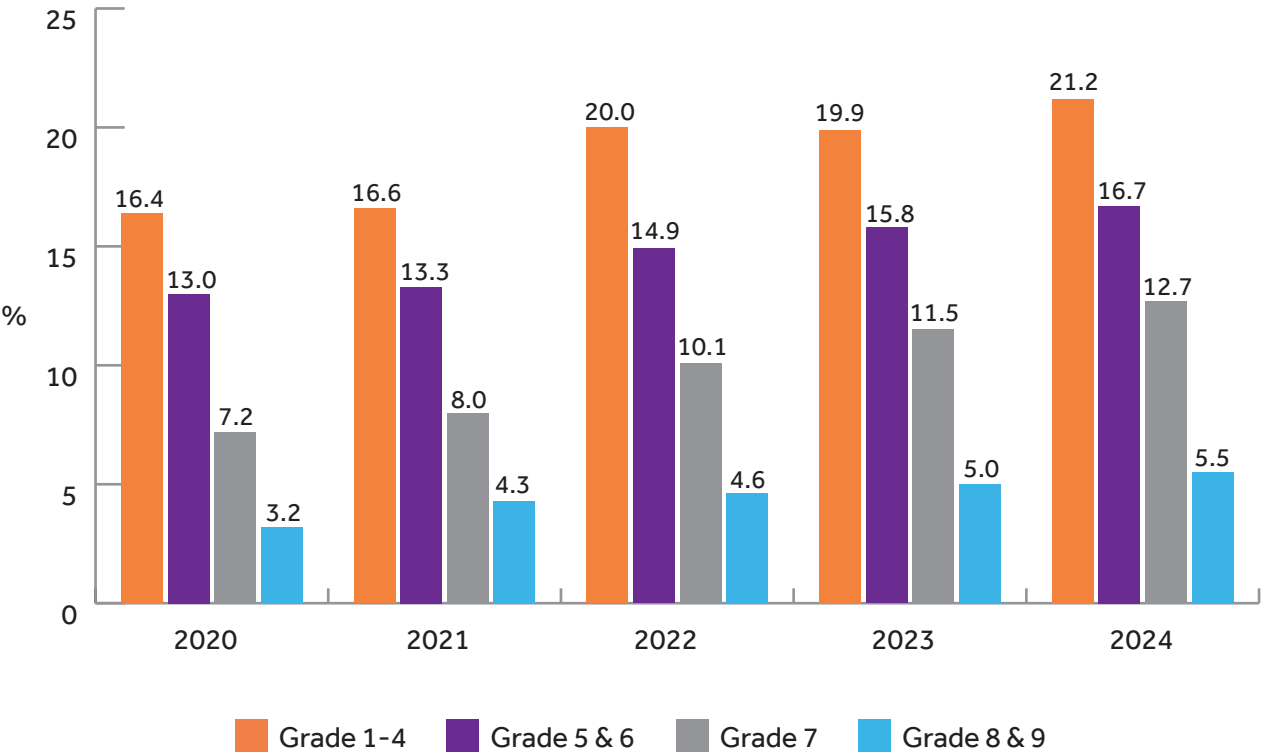
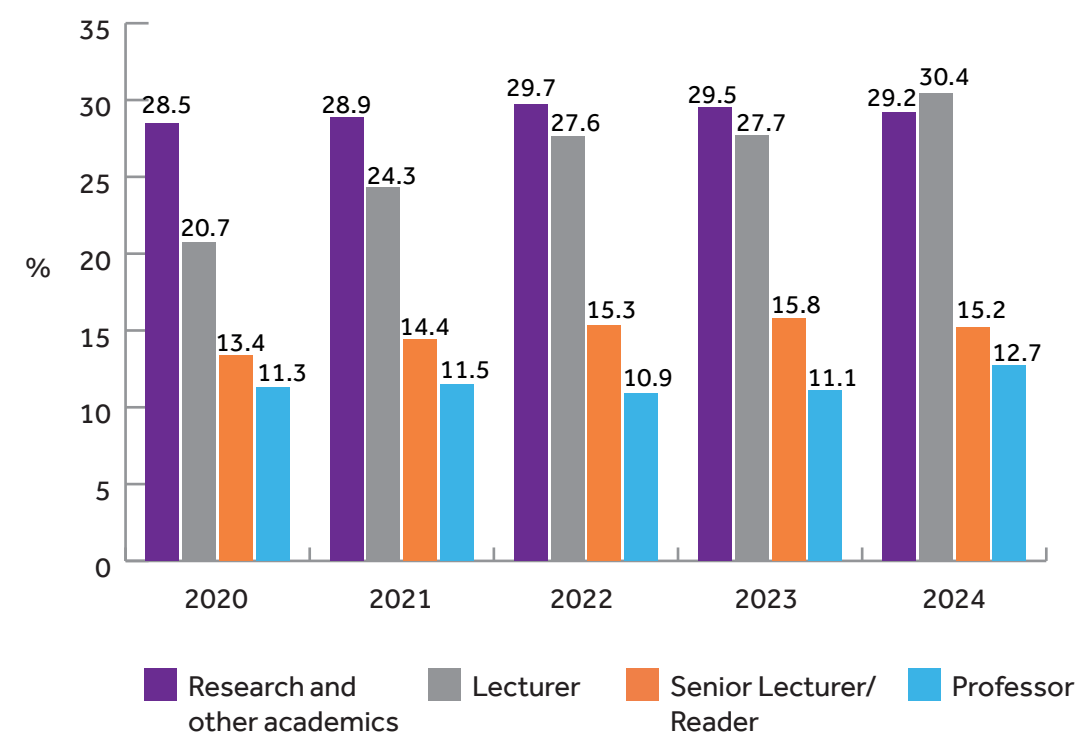




Figure 24: Proportion of B.A.M.E. colleagues in Academic levels, 2020-2024



B.A.M.E. representation has increased across all Professional Services grades; however, numbers still drop significantly as colleagues progress into more senior roles (Figure 23). B.A.M.E. professor representation is at its highest in five years but remains well below that of more junior roles, with little to no increase across other academic levels (Figure 24). B.A.M.E. colleagues are most represented among research and other academic roles (29.2%) and lecturers (30.4%).

Figure 25: Turnover rates of PS colleagues on permanent contracts by ethnicity, 2020-2024

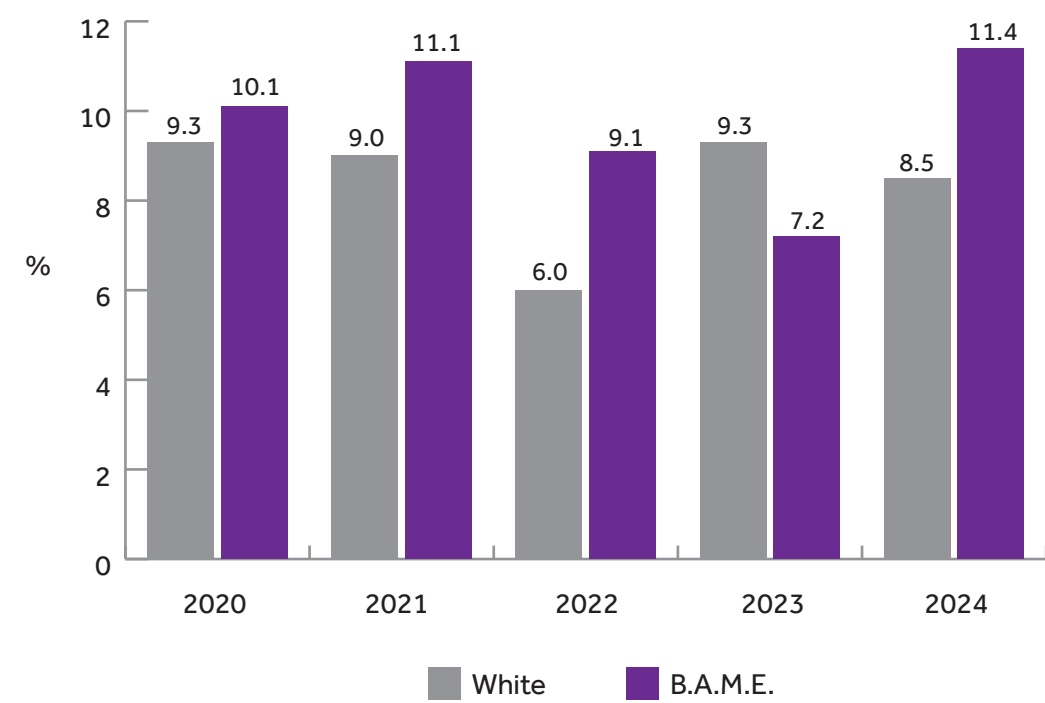
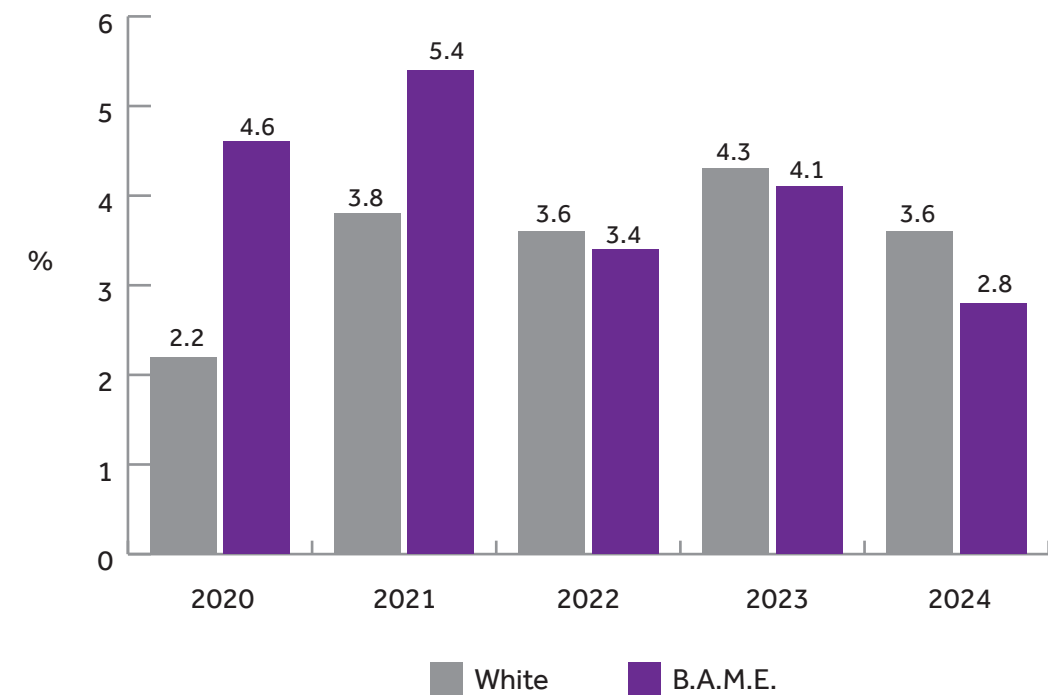


Figure 26: Turnover rates of Academic colleagues on permanent contracts by ethnicity, 2020-2024



One of the reasons colleagues leave the University is that their fixed-term contract comes to an end. To account for this, this report presents the turnover rates based only on colleagues on permanent contracts - calculated as the number of leavers divided by the current number of permanent colleagues (Figures 25 and 26). This analysis indicates that turnover rates have remained relatively stable over the past five years. The turnover rate for Professional Services colleagues has consistently been higher than that of Academic colleagues, with B.A.M.E. PS colleagues' turnover rate at its highest in five years, while B.A.M.E. Academic colleagues' is at its lowest.

# Legal sex

Figure 27: Colleagues by legal sex, 2024

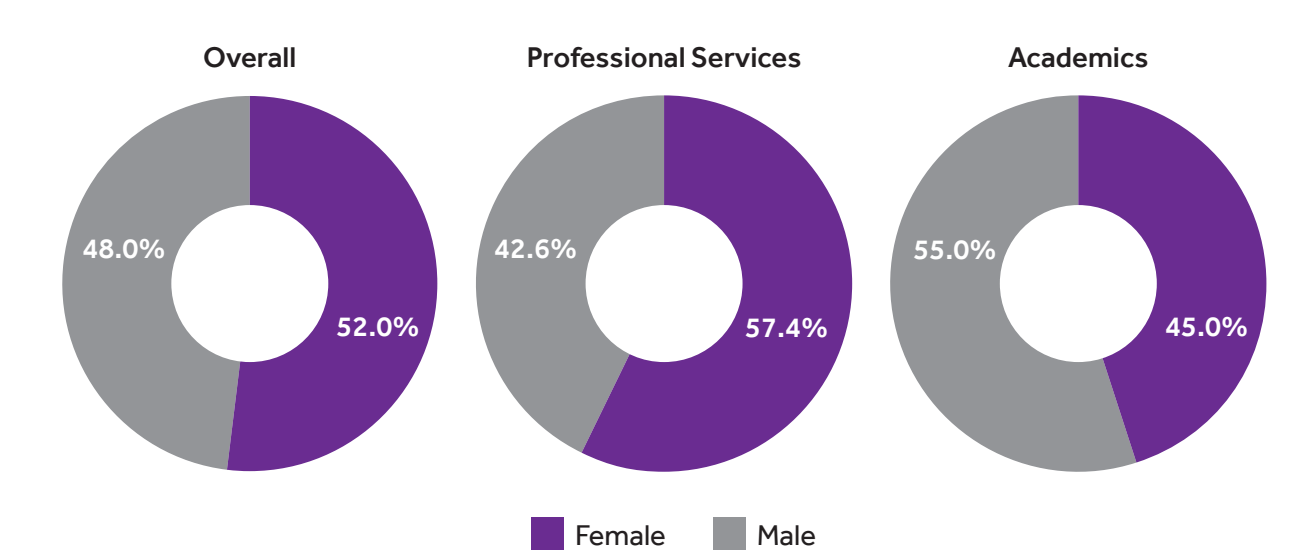
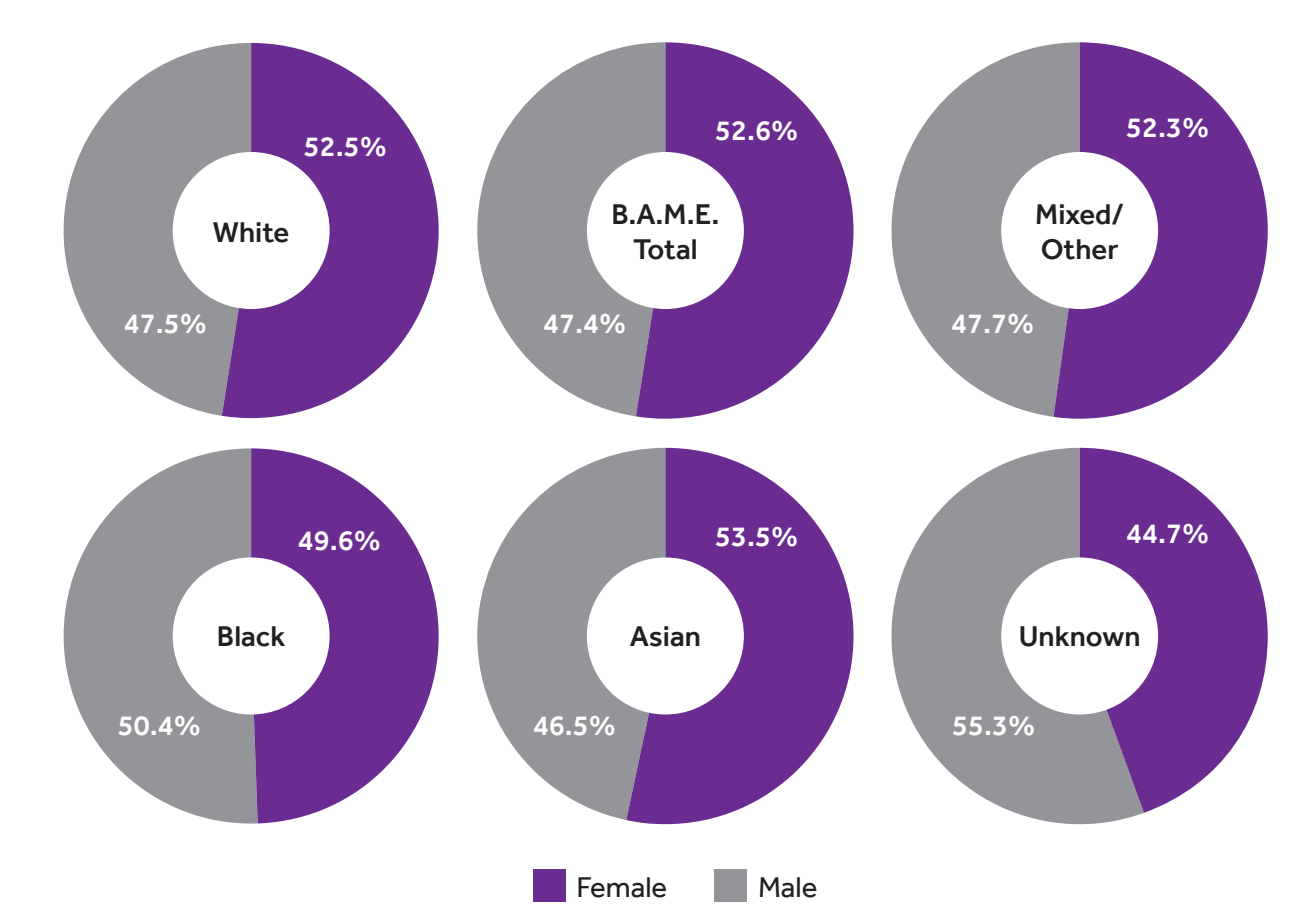


Figure 28: Legal sex by ethnicity, 2024



There are similar proportions of male and female colleagues working at the University (Figure 27). However, when analysed in terms of their function at the University, there is a much larger proportion of females among Professional Services colleagues (57.4%) than Academic colleagues (45.0%). White and B.A.M.E. colleagues have very similar legal sex distributions (Figure 28), with differences appearing within specific ethnicities.

Figure 29: Proportion of female colleagues among new starters, 2020-2024

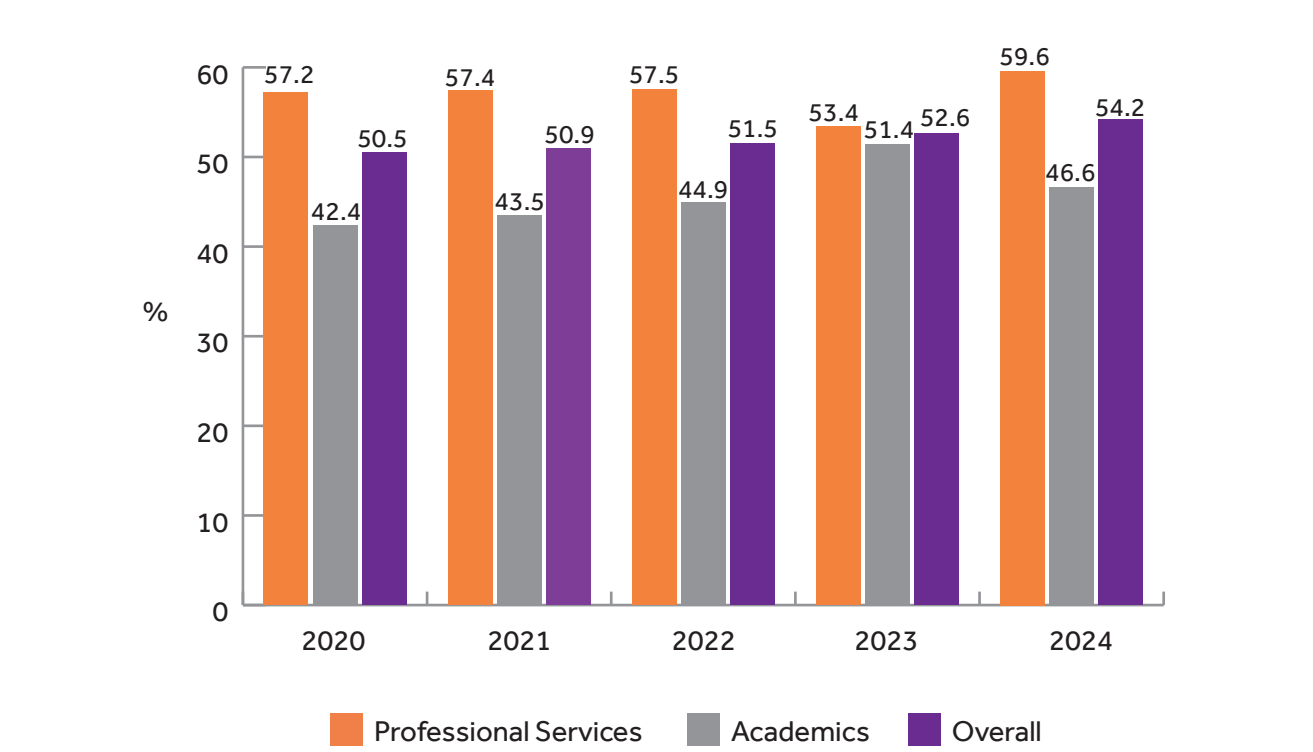


Figure 30: Proportion of female colleagues in PS and Academic roles, 2020-2024

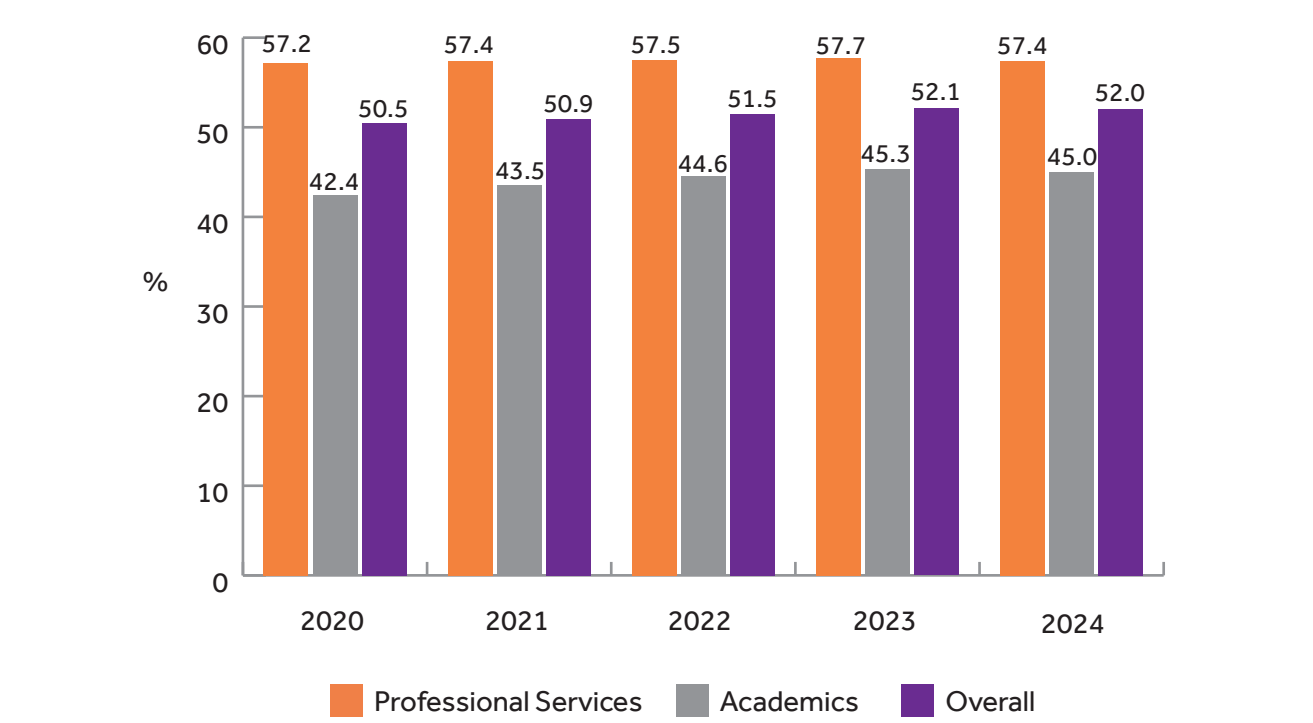
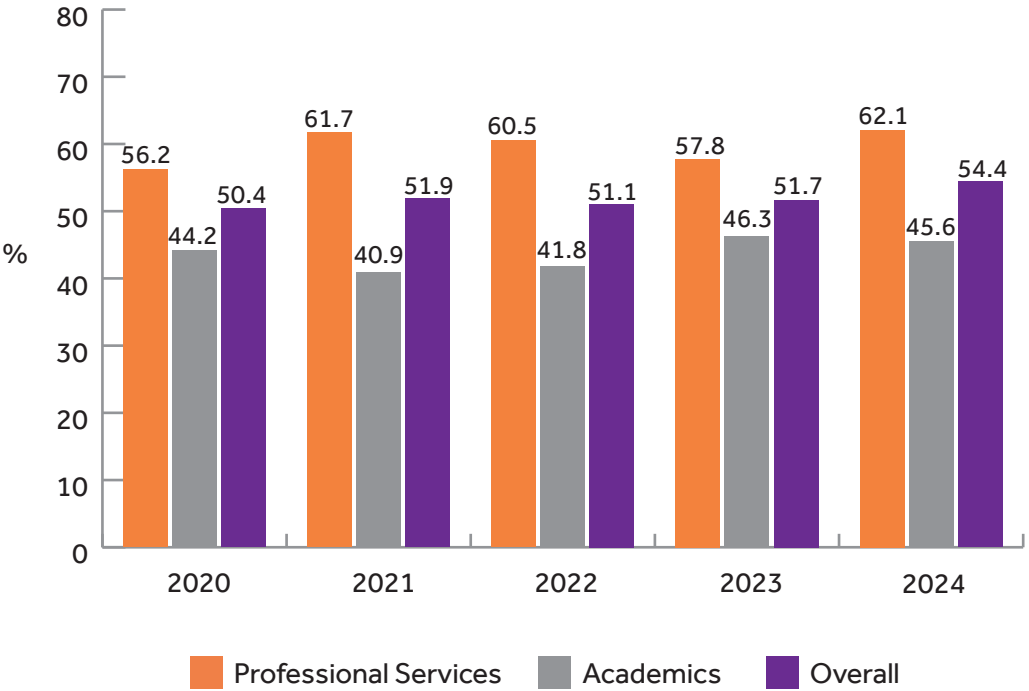




Figure 31: Proportion of female colleagues among leavers, 2020-2024



**New Starters:** The proportion of females is higher among new PS starters (59.6%) than new Academic starters (46.6%) (Figure 29).

**Current:** The percentage of female colleagues in PS roles has been consistently higher than the percentage of females in Academic roles over the past five years (Figure 30). Since 2020, the proportion of females at the University has remained largely stable, though the percentage of female Academics is slowly increasing.

**Leavers:** The proportion of females is higher among PS leavers (62.1%) than Academic leavers (45.6%) (Figure 31).

**Pipeline:** Male Academics were slightly more likely to apply for core Academic positions in the 2023/24 promotion round (Figures 32, 33 and 34). However, female candidates were more likely to be successful than male candidates when applying for a promotion to Professor/Chair and Senior lecturer/Senior research fellow.

Between 2020 and 2024, the percentage of female PS colleagues in Grades 1-6 has remained stable, whilst the proportion in Grades 7 and 8-9 has gradually increased. However, this year saw a slight decline to 52.4% and 52.9% respectively (Figure 35). Over the same period, the percentage of female colleagues has increased across all Academic levels except for Lecturers, where the figure has remained relatively stable (Figure 36). Though increasing, fewer than one-third of professors are female.

Figure 32: Promotions to Professor/Chair by legal sex, 2024 (count, percentages)

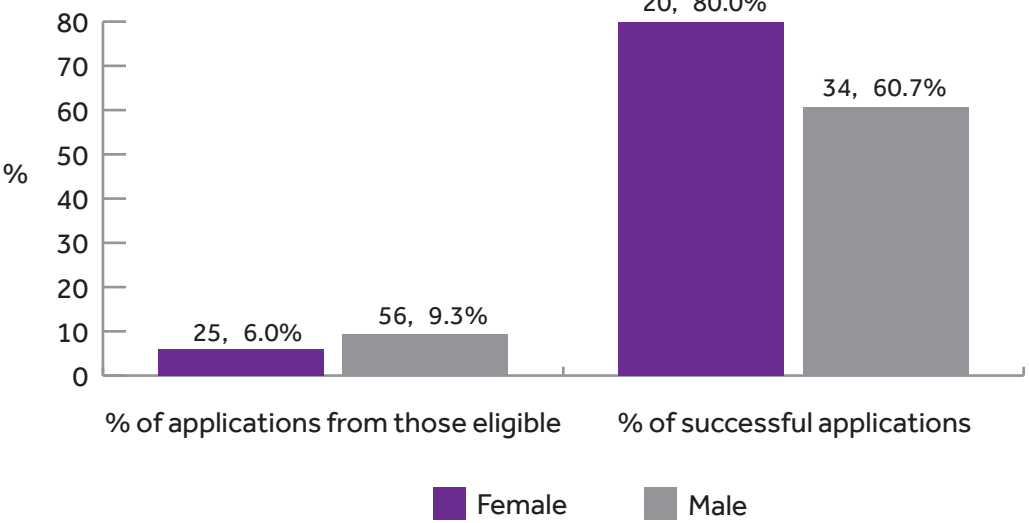


Figure 33: Promotions to Reader by legal sex, 2024 (count, percentages)

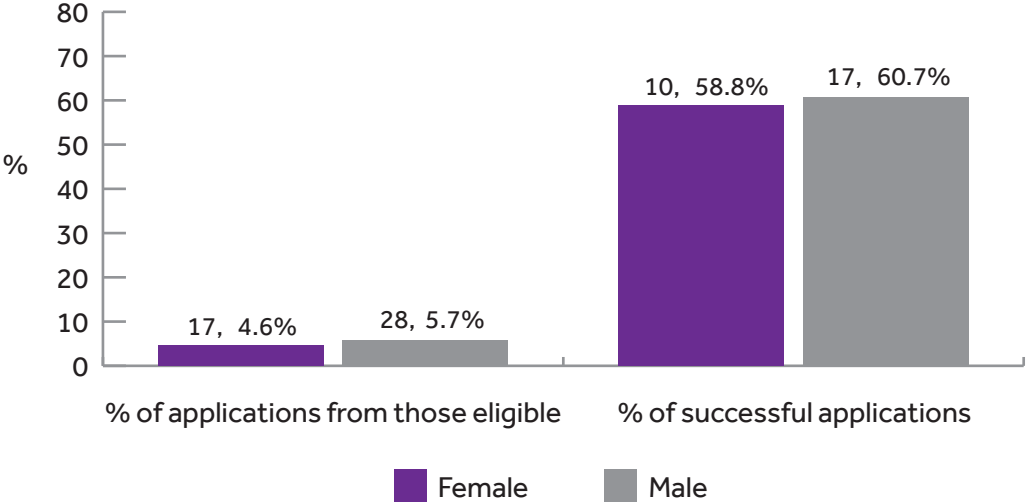


Figure 34: Promotions to Senior lecturer/Senior research fellow by legal sex, 2024 (count, percentages)

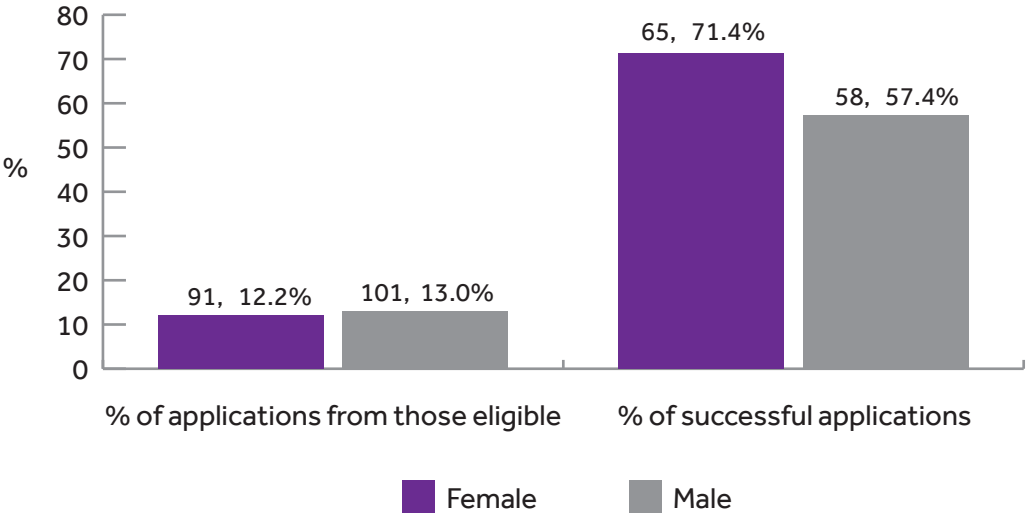


Figure 35: Proportion of female colleagues in Professional Services grades, 2020-2024

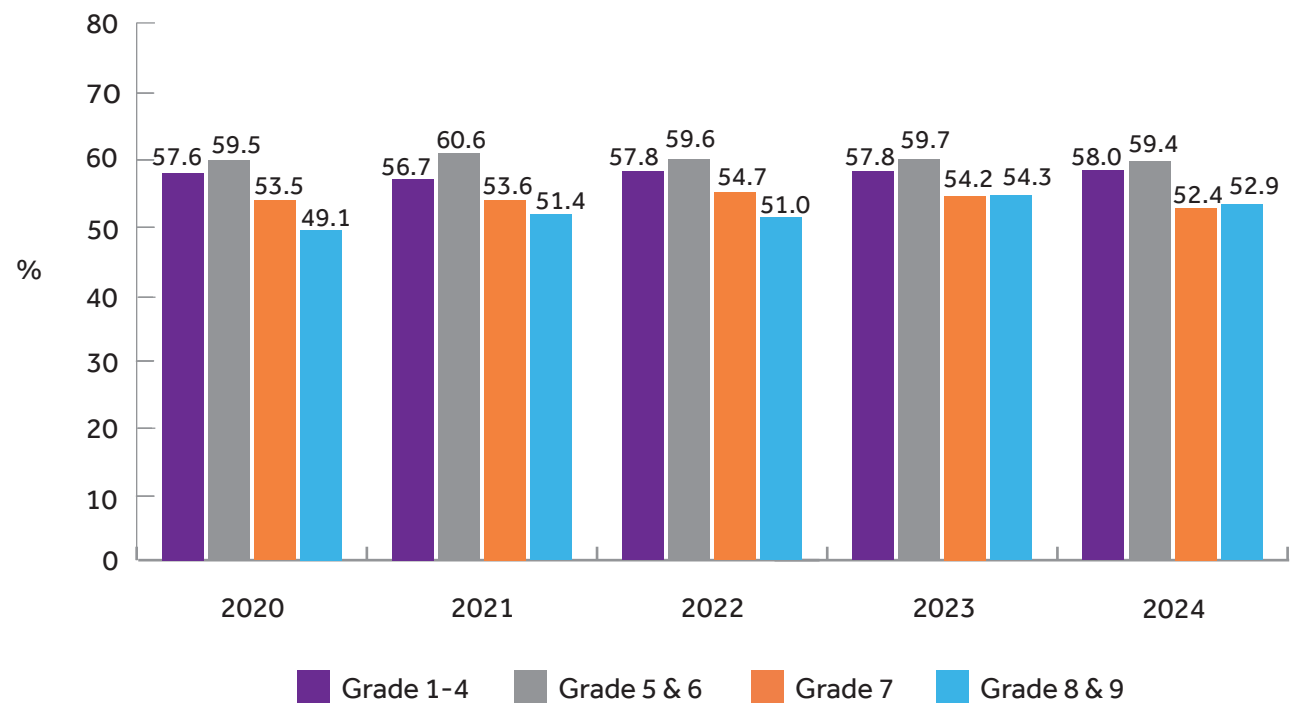
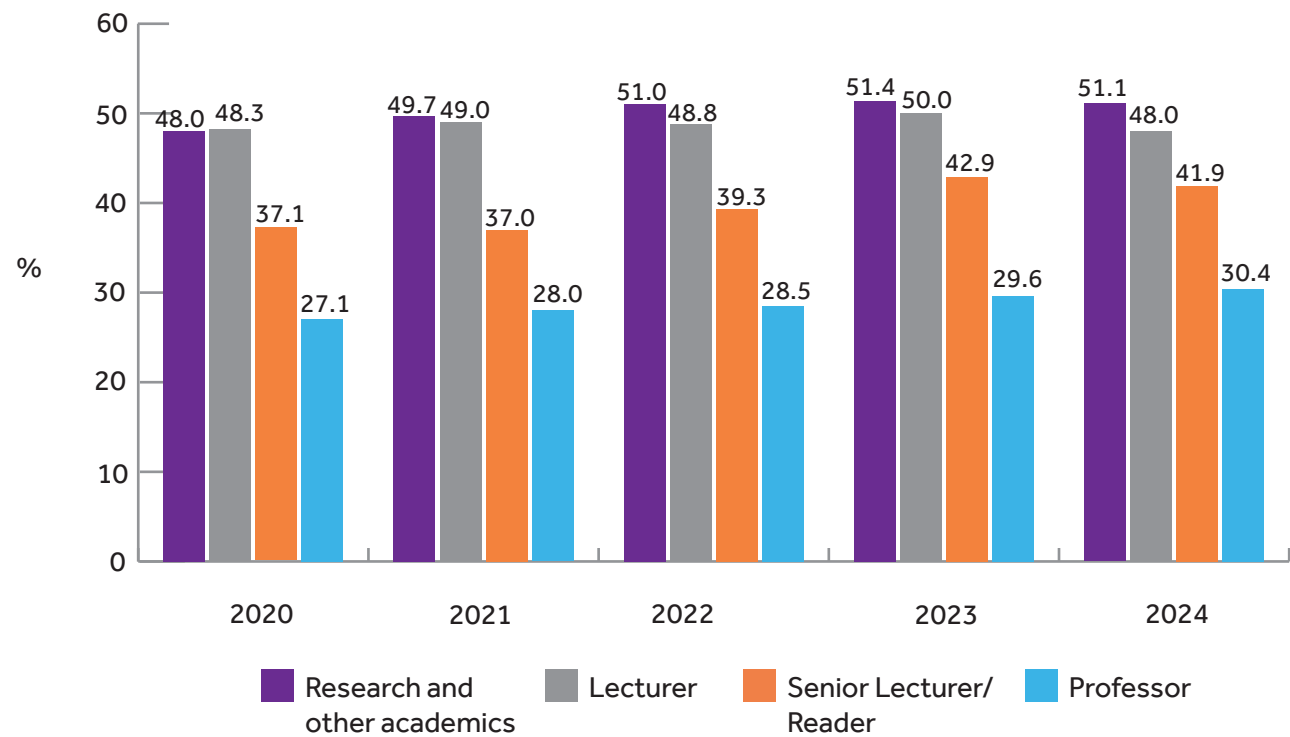


Figure 36: Proportion of female colleagues in Academic levels, 2020-2024



# Recruitment

Table 1: Recruitment stages of core Academic positions (Professors, Readers, Senior lecturers and Lecturers) split by legal sex and ethnicity, 2024

1. Core Academics (Professors, Readers, Senior lecturers and Lecturers)									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	4991	58.3	429	48.6	8.6	153	45.9	35.7	3.1
Female	3324	38.8	423	47.9	12.7	174	52.3	41.1	5.2
Other/Unknown	248	2.9	31	3.5	12.5	6	1.8	19.4	2.4
Total	8563	100.0	883	100.0	10.3	333	100.0	37.7	3.9
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	3216	37.6	509	57.6	15.8	230	69.1	45.2	7.2
B.A.M.E.	4817	56.3	331	37.5	6.9	92	27.6	27.8	1.9
Unknown	530	6.2	43	4.9	8.1	11	3.3	25.6	2.1
Total	8563	100.0	883	100.0	10.3	333	100.0	37.7	3.9

**Legal sex:** 38.8% of applications for core Academic positions were sent by females. Females seem to be more successful during the shortlisting and interview stages, which means that 52.3% of successful candidates were female.

**Ethnicity:** 56.3% of applications for core Academic positions were sent by B.A.M.E. candidates. B.A.M.E. candidates were underrepresented among those shortlisted - 37.5% of shortlisted candidates were B.A.M.E. - as well as those successful - 27.6% of successful candidates were B.A.M.E..

Table 2: Recruitment stages of Researchers and other academics (Senior Research Fellows, Research Fellows, researchers and others) split by legal sex and ethnicity, 2024

2. Researchers and other academics (SRF, RF and others)									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	9488	53.1	1214	50.4	12.8	506	51.2	41.7	5.3
Female	8128	45.5	1145	47.5	14.1	459	46.4	40.1	5.6
Other/Unknown	260	1.5	50	2.1	19.2	24	2.4	48.0	9.2
Total	17876	100.0	2409	100.0	13.5	989	100.0	41.1	5.5
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	4860	27.2	1141	47.4	23.5	576	58.2	50.5	11.9
B.A.M.E.	12254	68.6	1163	48.3	9.5	369	37.3	31.7	3.0
Unknown	762	4.3	105	4.4	13.8	44	4.4	41.9	5.8
Total	17876	100.0	2409	100.0	13.5	989	100.0	41.1	5.5

**Legal sex:** 45.5% of applications for research Academic positions were sent by females. The proportion of females throughout the application process remains relatively consistent, with small fluctuations at shortlisting and interview.

**Ethnicity:** 68.6% of applications for research Academic positions were sent by B.A.M.E. candidates. The proportion of B.A.M.E. candidates decreased to 48.3% at shortlisting and to 37.3% among those successful, indicating that B.A.M.E. candidates progress at lower rates through shortlisting and interview stages compared to white candidates. 9.5% of B.A.M.E. candidates' applications were shortlisted, compared to 23.5% of white candidates' applications - and 31.7% of shortlisted B.A.M.E. candidates were successful at interview, compared to 50.5% of shortlisted white candidates.



Table 3: Recruitment stages of Professional Services split by legal sex and ethnicity, 2024

3. Professional Services									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	24667	42.5	2608	38.0	10.6	728	35.6	27.9	3.0
Female	31449	54.2	3877	56.4	12.3	1195	58.4	30.8	3.8
Other/Unknown	1946	3.4	386	5.6	19.8	122	6.0	31.6	6.3
Total	58062	100.0	6871	100.0	11.8	2045	100.0	29.8	3.5
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	25072	43.2	4249	61.8	16.9	1414	69.1	33.3	5.6
B.A.M.E.	30258	52.1	2188	31.8	7.2	497	24.3	22.7	1.6
Unknown	2732	4.7	434	6.3	15.9	134	6.6	30.9	4.9
Total	58062	100.0	6871	100.0	11.8	2045	100.0	29.8	3.5

**Legal sex:** 54.2% of applications for PS (both Faculty-based and central) positions were sent by females in the period studied. The proportion of females increased among shortlisted candidates to 56.4%, and then again to 58.4% among successful candidates. Females are progressing through the recruitment process at higher rates than males.

**Ethnicity:** 52.1% of applications for PS (both Faculty-based and central) positions were sent by B.A.M.E. candidates. The proportion of B.A.M.E. candidates decreased to 31.8% among those shortlisted and again to 24.3% among successful candidates. B.A.M.E. candidates are progressing at lower rates through the shortlisting stage: 7.2% of B.A.M.E. candidates were shortlisted as opposed to 16.9% of white candidates, and the interview stage: 22.7% of shortlisted B.A.M.E. candidates were successful at interview, compared to 33.3% of shortlisted white candidates.

Sexual orientation and gender identity

Figure 37: Sexual orientation: Response rates, 2020-2024

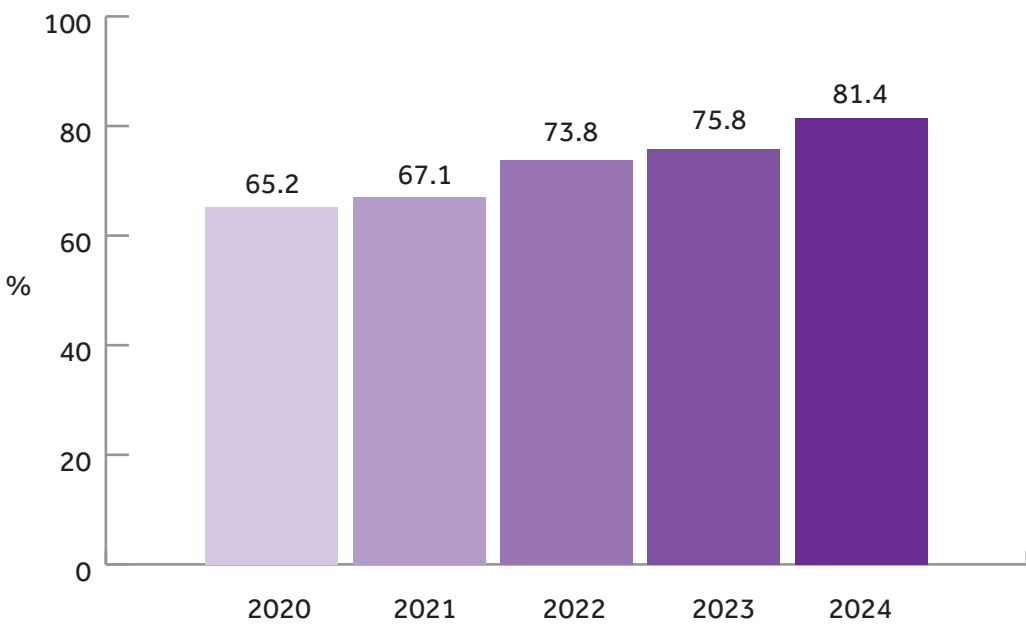


Figure 38: Sexual orientation of colleagues, 2024 (known data)

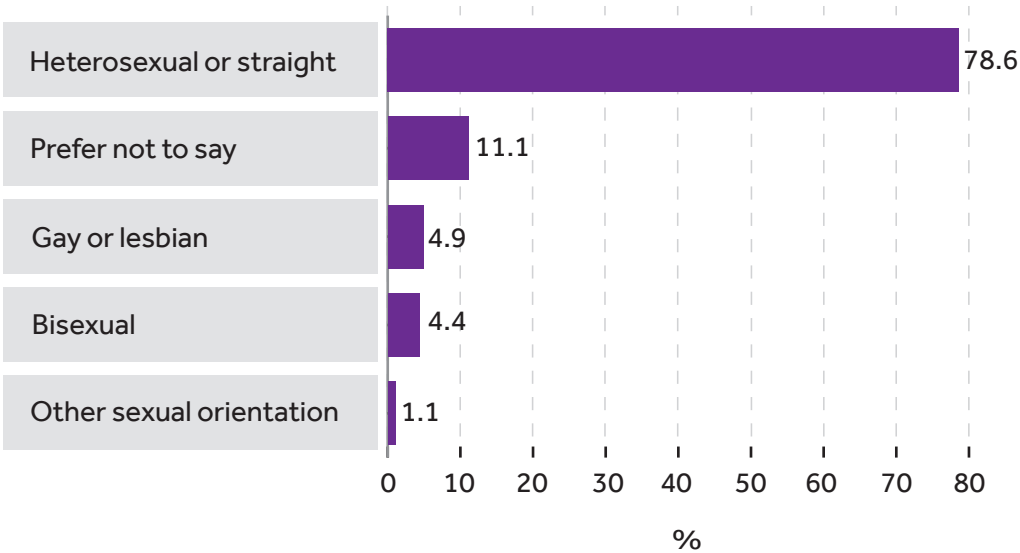
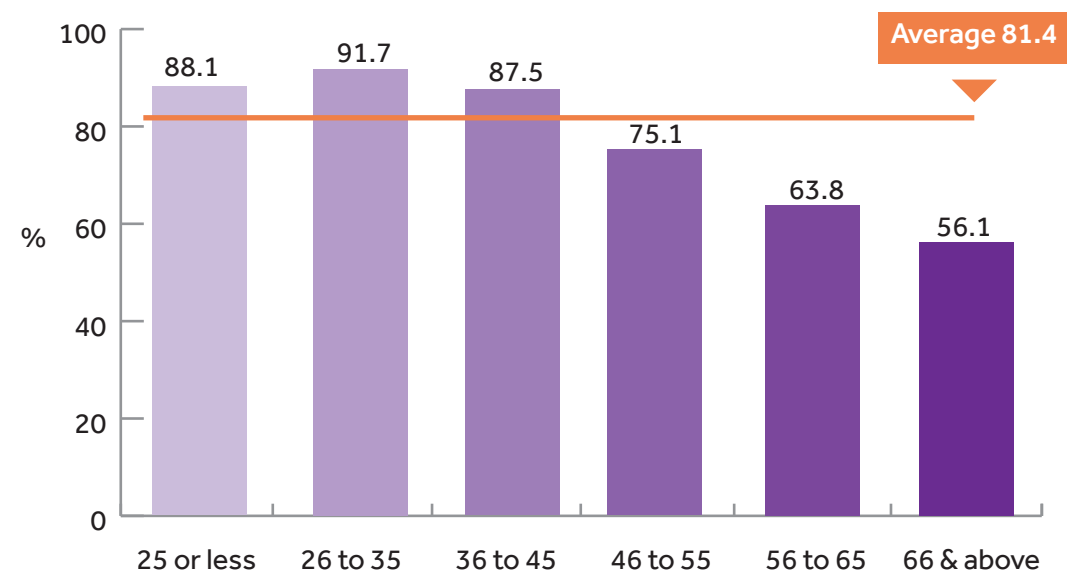


Figure 39: Response rates of colleagues to question about their sexual orientation by age, 2024



The improved sharing rates for sexual orientation are, in part, due to some of the activities below:

- The University has maintained a Top 100 position in the annual Stonewall Workplace Equality Index for nine consecutive years and currently sits at number 7.
- Continued senior sponsor for LGBT+ who has positively reinforced the importance of data collection.
- Using different opportunities such as Stonewall Workplace Equality Index questions and annual survey, Allies training, and Lunch and Learns to positively reinforce the importance of accurate data disclosure.
- Embedding the importance of data collection in other non-related training such as induction, onboarding, Active Bystander and others.
- Ensuring standard questions in any survey used on Qualtrics include a full range of choices including 'prefer to self-describe' and 'prefer not to say' for sexual orientation and gender identity.
- The ability to update pronouns and gender identity in our colleague platform MyView.
- Continued LGBT+ representation on EDI Committees across Faculties, Schools and Professional Services.
- A refreshed campaign (with dedicated web page and physical badges) for all colleagues to include their pronouns on their signatures as well as video calling screens.
- Continually updated LGBT+ Profiles to include a diverse range of grades, positions and intersections, where people mention the importance of data disclosure.
- Further increasing the number of ALLOUT allies to over 300, who proactively promote the importance of data completion in MyView as part of their role.
- Continued work with all areas via EDI Partners to improve their data quality, with emphasis on this during induction and periodic reminders throughout the year.
- Ensuring members of ALLOUT have reviewed and updated their own data and encourage colleagues to do so.

We aim to continue the above activities, as well as launch bespoke campaigns within Faculties and Professional Services. We are committed to communicating more regularly about trans and non-binary identities to improve disclosure rates in these areas. We will also use insights from the Stonewall WEI results to focus on areas for improvement and encourage better data disclosure.

Table 4: Gender identity: Is your gender identity the same as the gender you were originally assigned at birth? (See footnote below)<sup>1</sup>, 2022-2024

Is your gender identity the same as the gender you were originally assigned at birth?	2022			2023			2024		
	Academics	Professional Services	Grand Total	Academics	Professional Services	Grand Total	Academics	Professional Services	Grand Total
Yes	97.5%	98.0%	97.7%	95.4%	95.8%	95.6%	87.5%	84.7%	85.9%
No	0.2%	0.4%	0.3%	0.2%	0.4%	0.3%	0.1%	0.4%	0.3%
Unknown or Prefer not to say	2.3%	1.7%	3.0%	4.5%	3.7%	4.1%	12.4%	14.9%	13.8%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

<sup>1</sup> This data is pulled from our People system and based on the information that people submit either as a new starter or through the self-service system MyView.

Whilst we have a high completion of this field, the low numbers from such a high volume of colleagues may give a 0.0% return on the gender identity field.



# Religion and belief

Figure 40: Religion: Response rates, 2020-2024

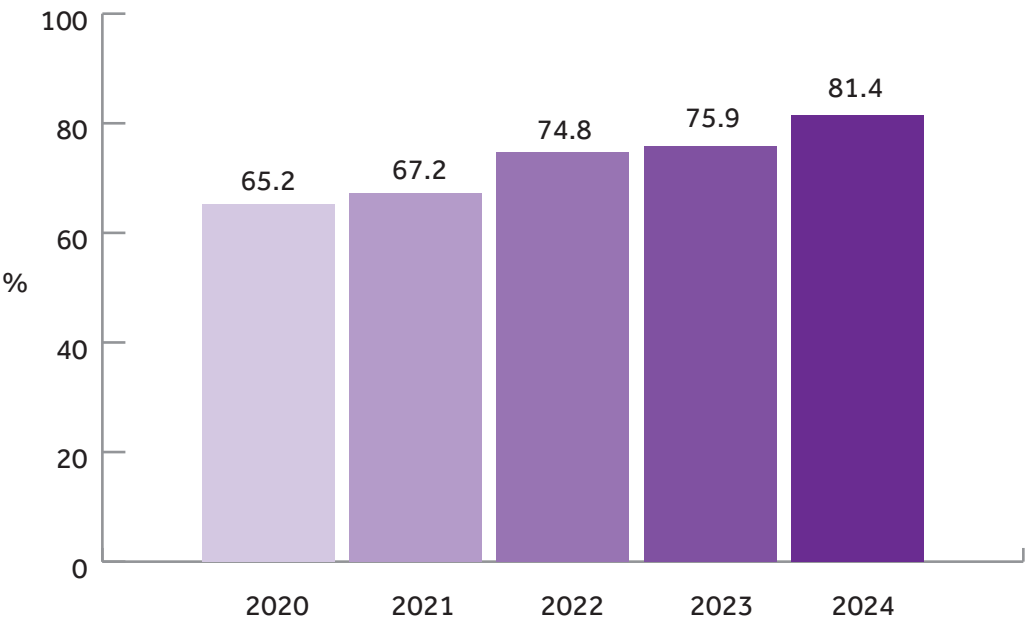


Figure 41: Religion of colleagues, 2024 (known data)

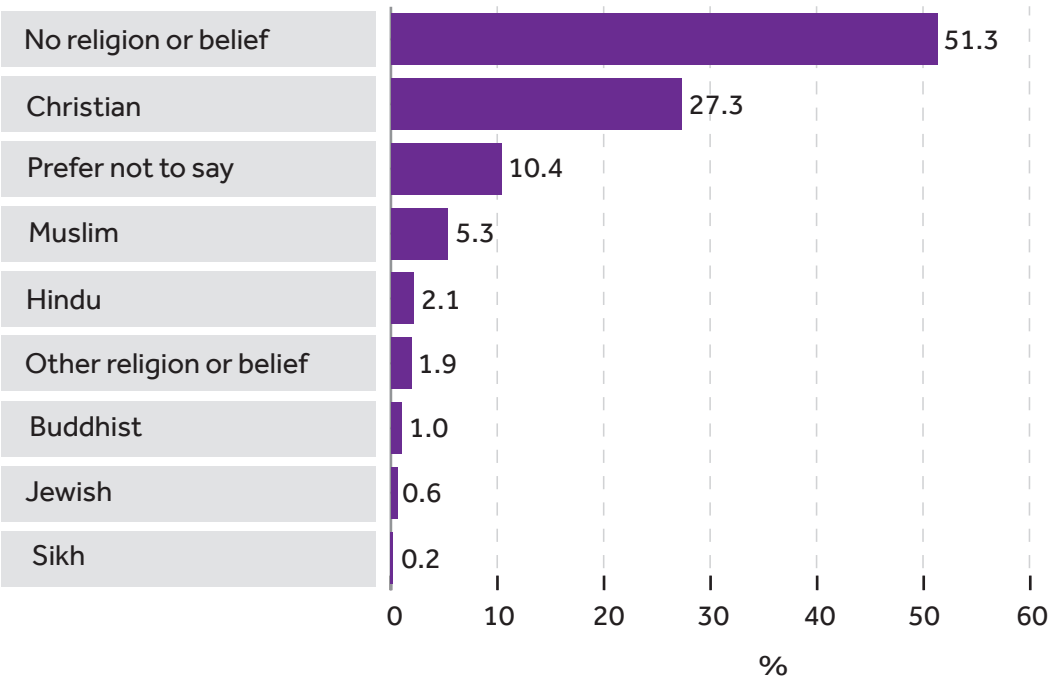
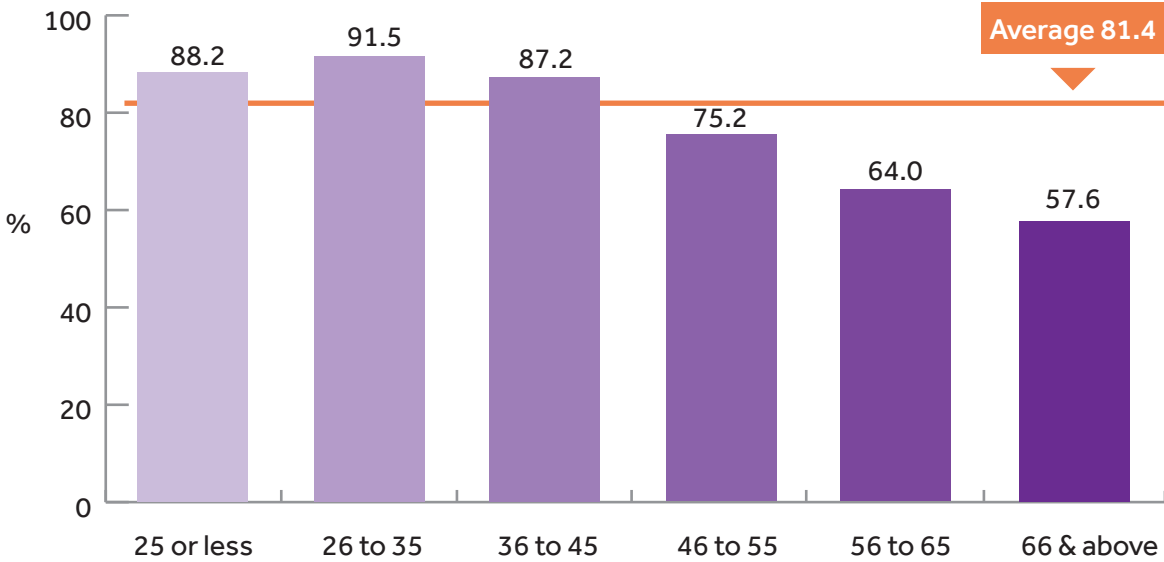


Figure 42: Response rates of colleagues to question about their religion by age, 2024



81.4% of colleagues at the University shared their religion or belief - an increase of 5.5% from last year (Figure 40). Of these, 51.3% declared themselves as non-religious (Figure 41). Response rates are related to age: younger colleagues are far more likely to disclose their religion, though greatest improvements upon last year's response rates were made by age groups 46 and above (Figure 42). The response rate for age group '66 and above' increased by 11.4%.

# International colleagues

The University of Manchester has more than 2,750 colleagues who have declared their nationality as Overseas or EU. This group comes from approximately 100 different countries. Table 5 below indicates the 10 most common nationalities among international colleagues at The University of Manchester.

Table 5: International colleagues (count and percentages) - Top 10 Countries, 2024

Country	Number of colleagues	As a % of international colleagues
China	382	13.8%
India	188	6.8%
Italy	168	6.1%
Germany	146	5.3%
Ireland	146	5.3%
Spain	128	4.6%
Greece	107	3.9%
France	104	3.8%
Poland	103	3.7%
United States	99	3.6%

Map: International colleagues at the University by nationality, 2024

The darker the shade of purple, the more colleagues identified that country as their nationality.

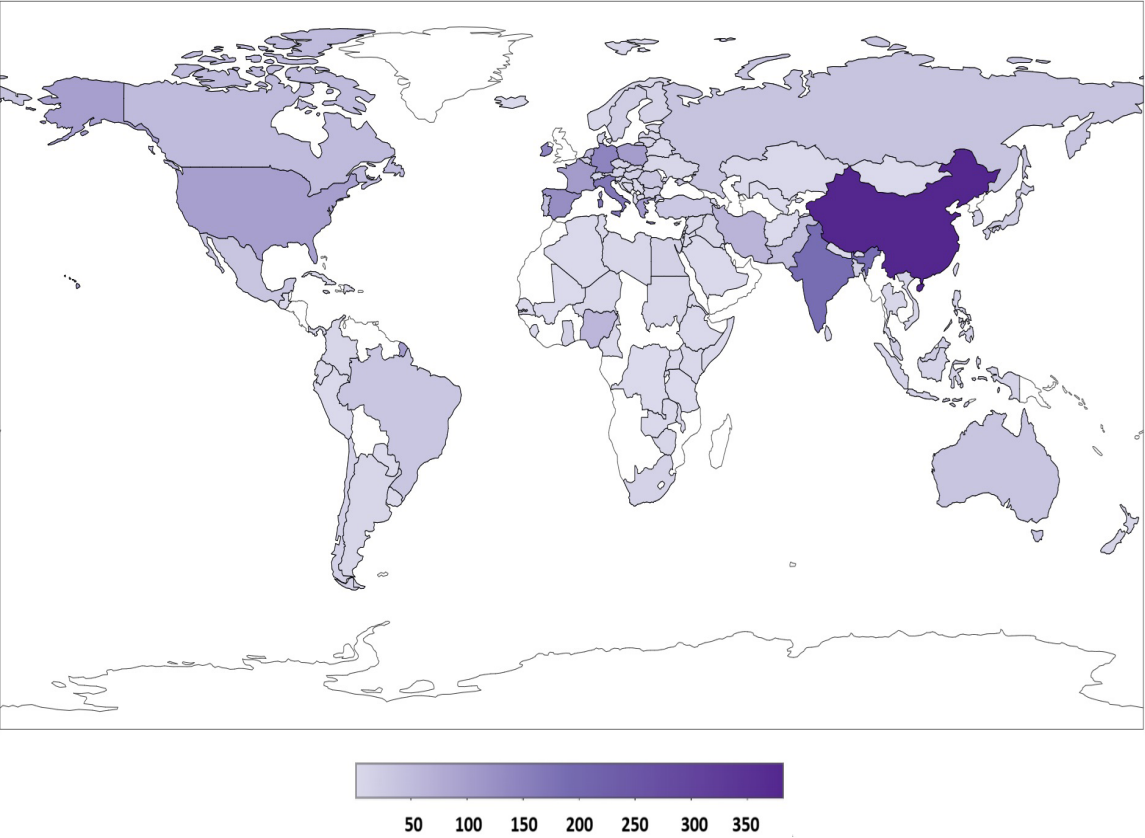
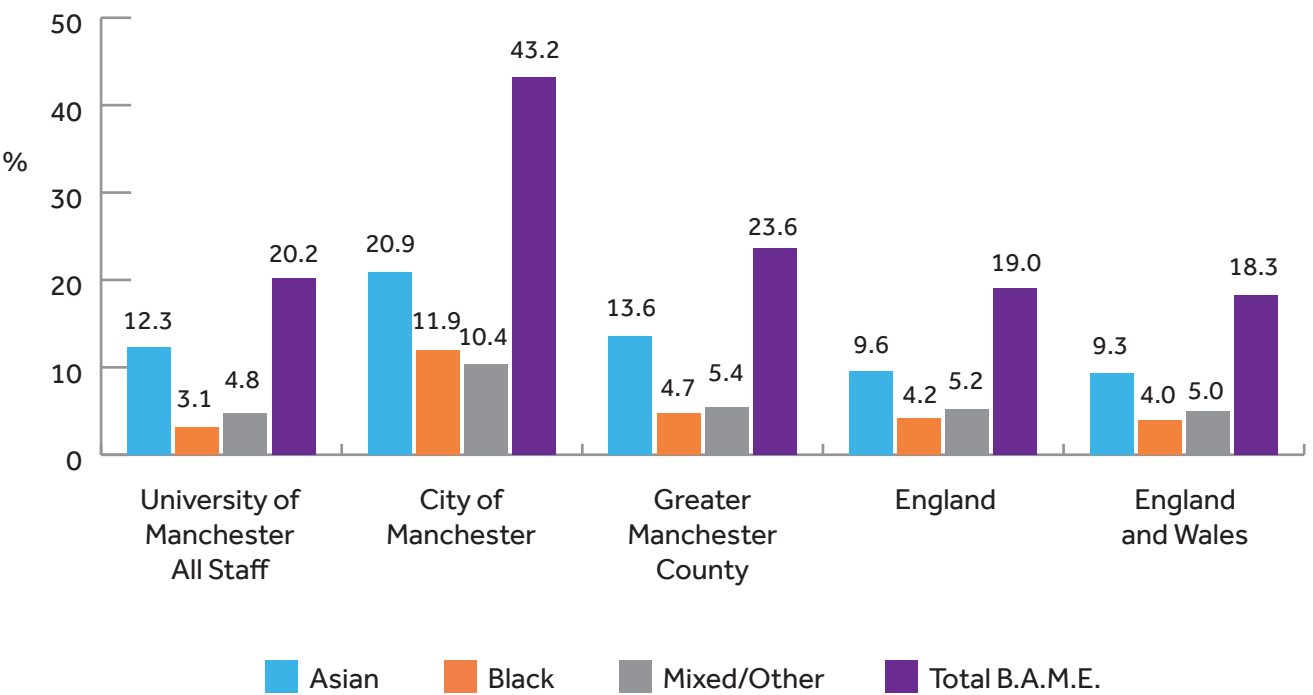


Figure 43: Proportion of B.A.M.E. colleagues in the University administration compared to the general population at various levels (city, county, country from ONS 2021)



## Additional information on policy

# Maternity and paternity leave

Numbers of colleagues who took one of the specified leave types, 2020-2024

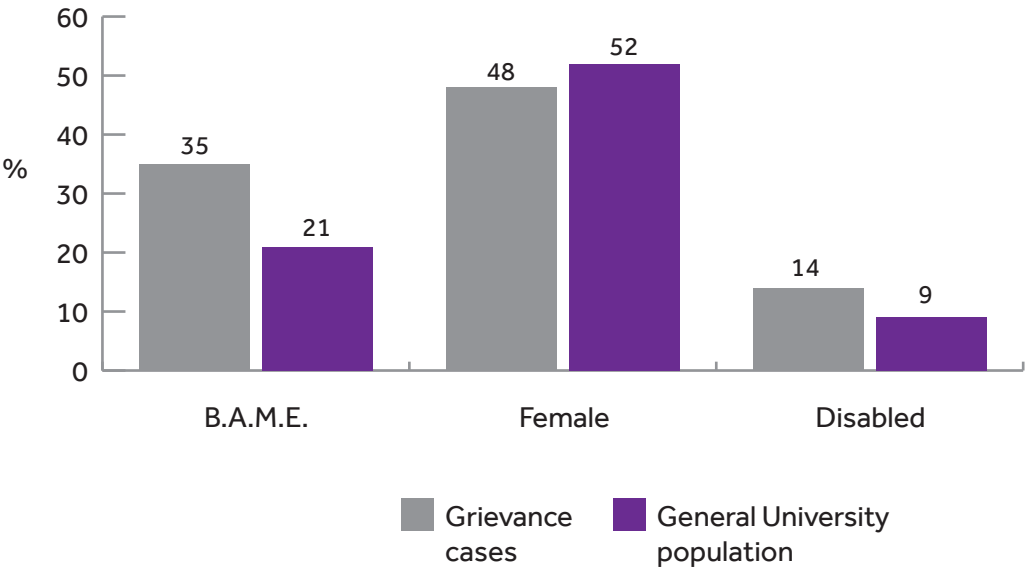
	2020	2021	2022	2023	2024
<b>Academic</b>	<b>191</b>	<b>155</b>	<b>151</b>	<b>163</b>	<b>140</b>
Maternity	81	72	78	75	75
Shared Parental Leave	33	14	14	23	14
Statutory Adoption Pay	2	1	1	2	1
Statutory Paternity Pay (Adoption)	1	1		2	
Statutory Paternity Pay (Birth)	74	67	57	61	50
<b>PS</b>	<b>181</b>	<b>143</b>	<b>149</b>	<b>152</b>	<b>161</b>
Maternity	96	87	86	89	87
Shared Parental Leave	16	15	14	18	17
Statutory Adoption Pay	4	1	4	4	
Statutory Paternity Pay (Adoption)		1	3	1	1
Statutory Paternity Pay (Birth)	65	39	40	40	56
<b>Grand Total</b>	<b>372</b>	<b>298</b>	<b>297</b>	<b>315</b>	<b>301</b>
<b>For Comparison – Total Number of Colleagues at the University</b>	13322	12549	11111	11662	11984
<b>% of Colleagues Who Were on Leave per Year</b>	<b>2.8%</b>	<b>2.4%</b>	<b>2.7%</b>	<b>2.7%</b>	<b>2.5%</b>

# Grievance, disciplinary and tribunal cases

## Grievances

Data collected over the 2020-2024 period indicates that B.A.M.E. colleagues are overrepresented in terms of requesting grievance cases, and that this difference is statistically significant. Females tend to be underrepresented in grievance cases, but this difference is not statistically significant. The difference in the number of grievance cases from colleagues who have shared that they are disabled, relative to their proportion in the population, is similarly not statistically significant, although they tend to be overrepresented (Figure 44).

Figure 44: Proportion of B.A.M.E., female and disabled colleagues in grievance cases versus the general University population (2020-2024 average)

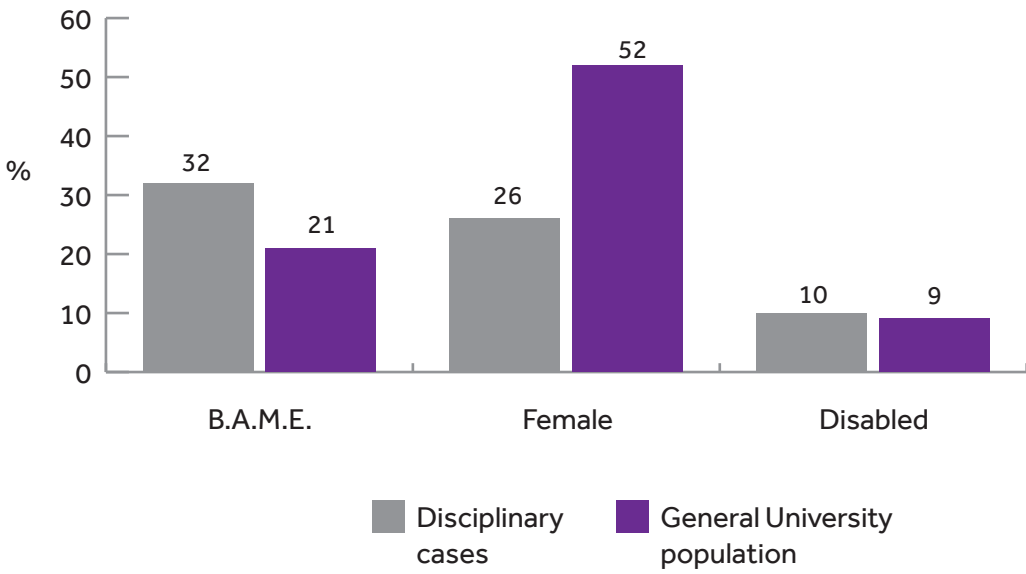


Category	Group	Grievances (%)	Colleague Population (%)	Difference (%)	Statistically Significant?
Ethnicity	B.A.M.E.	35	21	14	Yes
Legal sex	Female	48	52	-4	No
Disability	Disabled	14	9	5	No

## Disciplinary

Data collected over the 2020-2024 period indicates that B.A.M.E. and male colleagues are overrepresented in terms of requesting disciplinary cases, and that these differences are statistically significant. Disabled colleagues are slightly overrepresented in terms of requesting disciplinary cases, but this difference is not statistically significant (Figure 45).

Figure 45: Proportion of B.A.M.E., female and disabled colleagues in disciplinary cases versus the general University population (2020-2024 average)



Category	Group	Disciplinary (%)	Colleague Population (%)	Difference (%)	Statistically Significant
Ethnicity	B.A.M.E.	32	21	11	Yes
Legal sex	Female	26	52	-26	Yes
Disability	Disabled	10	9	1	No



Number of grievance, disciplinary and tribunal cases by legal sex, ethnicity and disability, 2019/20-2023/24

2019/20	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not Known
Grievances (30)	8	2	20	0	17	13	0	2	23	5
Disciplinary cases (56)	16	6	32	2	45	11	0	2	40	14
Tribunals (inc ACAS Early Conciliation) (14)	4	1	8	1	8	6	0	5	9	0
2020/21	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not Known
Grievances (19)	8	0	11	0	11	8	0	5	6	8
Disciplinary cases (38)	12	4	22	0	30	8	0	6	21	11
Tribunals (inc ACAS Early Conciliation) (4)	0	1	2	1	3	1	0	0	1	3
2021/22	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not Known
Grievances (43)	15	4	20	4	25	18	0	4	20	19
Disciplinary cases (41)	13	2	25	1	27	14	0	8	23	10
Formal capability cases (26)	3	2	21	0	13	13	0	6	18	2
Tribunals (inc ACAS Early Conciliation) (15)	5	2	4	4	8	7	0	10	0	5
2022/23	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not Known
Grievances (36)	12	3	21	0	16	20	0	6	17	13
Disciplinary cases (33)	12	1	20	0	23	10	0	0	16	17
Formal capability cases (14)	5	1	8	0	9	5	0	2	9	3
Tribunals (inc ACAS Early Conciliation) (14)	2	0	0	4	5	1	0	2	2	2
2023/24	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not Known
Grievances (34)	13	0	16	5	15	19	0	6	26	2
Disciplinary cases (41)	13	3	22	3	30	11	0	4	31	6
Formal capability cases (2)	1	0	1	0	2	0	0	0	2	0
Tribunals (inc ACAS Early Conciliation) (20)	7	0	0	13	11	7	2	5	0	15

Grievances

With a total of 34 cases across the University, this represents an overall reduction by two cases from 2022/23.

- B.A.M.E.: A significant proportion of grievances were from B.A.M.E. colleagues, accounting for 38% of all cases (33% in 2022/23 and 35% in 2021/22).
- Legal sex: 56% of grievances were from female colleagues (equal to 2022/23).
- Disability: 18% (six cases) were from from colleagues who have shared that they are disabled.

Disciplinary cases

With a total of 41 cases, this represents an increase from 33 cases in 2022/23.

- B.A.M.E.: There is a significant proportion of cases that were from B.A.M.E. colleagues, accounting for 32% of all cases (compared to 36% in 2022/23).
- Legal sex: 27% of cases were from female colleagues.
- Disability: 10% of cases were from colleagues who have shared that they are disabled.

Formal capability cases

There were two formal capability cases in 2023/24, a significant decrease from 2022/23 (14 cases).

- B.A.M.E.: One case was from a B.A.M.E. colleague.
- Legal sex: Zero cases were from female colleagues.
- Disability: Both cases were from colleagues who have shared that they are disabled.

Employment tribunals

There was an increase in tribunal cases to 20, from 14 in 2022/23.

- B.A.M.E.: Of these 20 tribunal applications, significantly seven were from B.A.M.E. colleagues – 35%.
- Legal sex: Seven tribunal applications were from female colleagues – 35%.
- Disability: Zero tribunal applications were from colleagues who have shared that they are disabled.



# Our students

## Student equality information: Key findings

To achieve consistency and clarity in understanding student recruitment trends, attainment, retention and graduate destinations (progression), we would advise readers to investigate the Office for Students' Access and participation data dashboard. This dashboard includes information about students' diversity for The University of Manchester and other Higher Education institutions. The information below provides a general overview of the student population at The University of Manchester.

### Undergraduate

**Age:** In 2024/25, 5.4% of all undergraduate students were considered 'mature' (21 years or older when starting their course). The proportion of mature students has been on a downward trend for the last few years; however, it rose this year by 1.5% from the previous year (see Figure 47).

**Disability:** 7.9% of undergraduate students shared that they experience disability, most commonly Specific Learning Difficulties and mental health difficulties (Figure 48 and Figure 49).

**Ethnicity:** The percentage of UK domicile B.A.M.E. students at the University has increased by 4.9% in the past year to 39.1% in 2024/25 (see Figure 51).

**Domicile:** In 2024/25, the percentage of UK domicile students decreased by 2.9% to 60.3%, following a decreasing trend in previous years. There was a further decrease in the proportion of EU students to 1.8%, down from 7.3% in 2020/21. In contrast, the proportion of Overseas students has continued to rise since 2021/22, reaching 37.9% this year (Figure 52).

**Legal sex:** In 2024/25, 57.1% of undergraduate students were female and 42.9% were male. Over the past five years, there have consistently been more undergraduate female students than male students (see Figure 53).

**Religion:** In 2024/25, 51.5% of UK domicile students on full-time courses had no religion (see Figure 54).

**Sexual orientation:** In 2024/25, 15.8% of full-time UK domicile students described their sexual orientation as LGB+ (see Figure 55).

**Gender Identity:** 1.4% answered 'No' to the question, 'Is your Gender the same as assigned at birth?', which suggests this to be the proportion of known transgender students at the University (see Table 7).

### Postgraduate

**Domicile:** In 2024/25, 72.8 % of postgraduate students came from Overseas. The proportion of postgraduate students domiciled in the UK in 2024/25 increased to 25.1% from 23.9% in the previous year (Figure 56).

**Ethnicity:** In 2024/25, 66.9% of UK postgraduate taught students were white (Figure 59), compared to 75.2% of UK postgraduate research students (Figure 60). Asian was the next largest ethnic group, comprising 16.4% of postgraduate taught students and 10.4% of postgraduate research students.

**Legal sex:** The proportion of females within the postgraduate population did not change in 2024/25 from the previous year, at 61.7%. The proportion of female students on research programmes has consistently been lower than on taught programmes (Figure 61).

**Methodology:** Data of current students in this report relates to the 2024/25 year and has come from the 1st of December dataset produced by the Directorate of Planning. The data is current and up to date as of 1st December 2024 and has been analysed by the Equality, Diversity, and Inclusion Directorate. Data relates to New Entrants, i.e. students who started studying in 2024/25.

Please note that our data collection methodology for students has changed, which may result in some differences in the numbers compared to previous years. All presented data has been updated according to our new methodology.

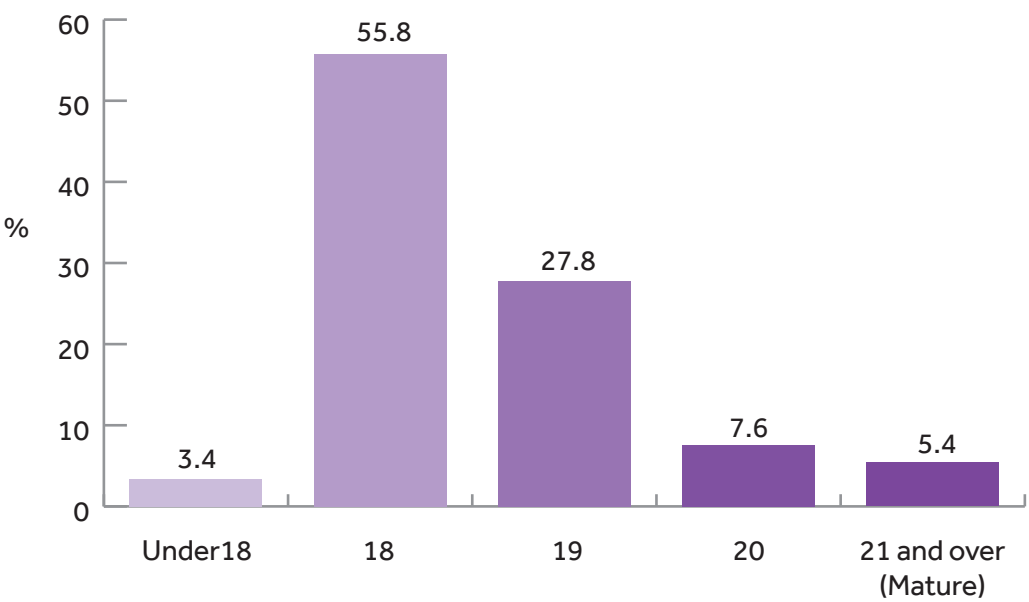




Undergraduate

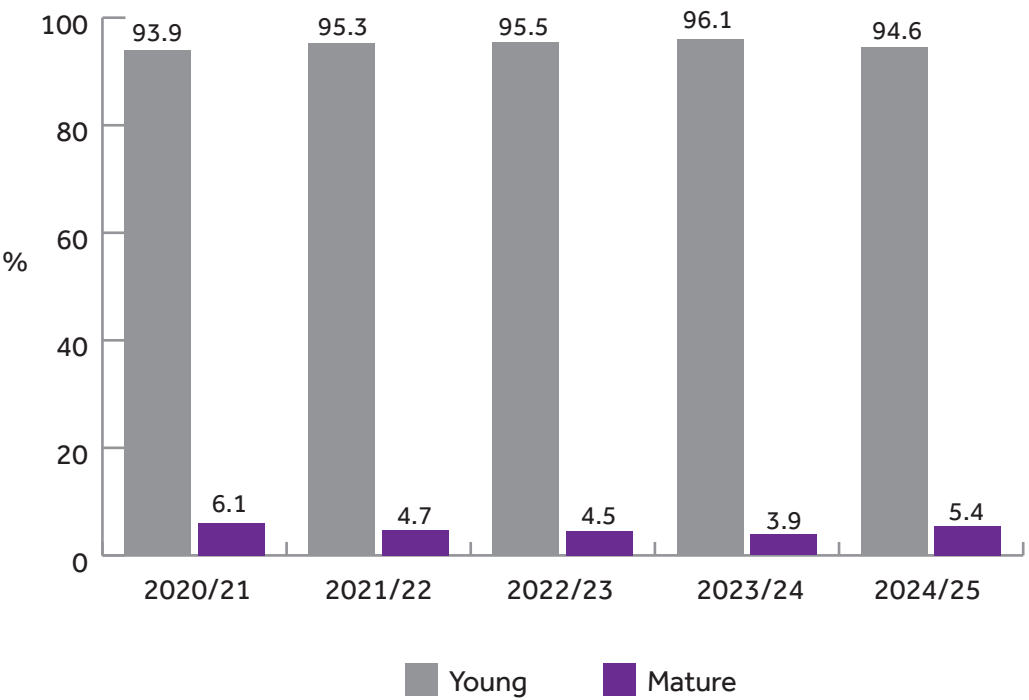
Age

Figure 46: Undergraduate students by age, 2024/25



The most common age to start an undergraduate course at the University is 18, with 55.8% of all undergraduates beginning their studies at that age in 2024/25 (Figure 46). Undergraduate students can be divided into two categories: young and mature. Young students are those under 21 on the start date of the term in which their course commences. Mature students are 21 or over by this date. The proportion of mature students has been decreasing however, this year, for the first time in over five years, increased - rising to 5.4% from 3.9% in the previous year (Figure 47).

Figure 47: Undergraduate students by young and mature, 2020/21-2024/25



Disability

Figure 48: Disability shared by undergraduate students, 2020/21-2024/25

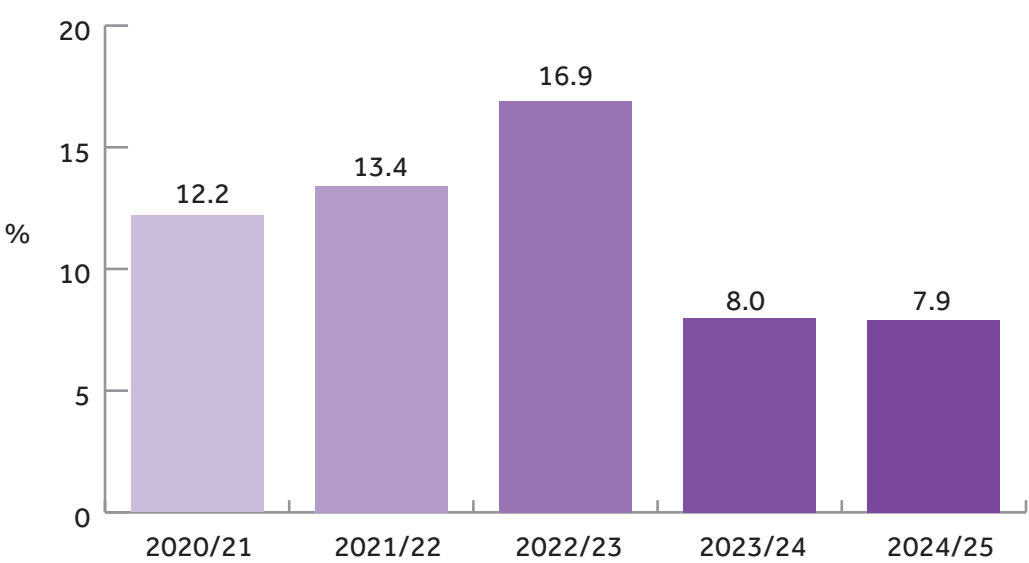
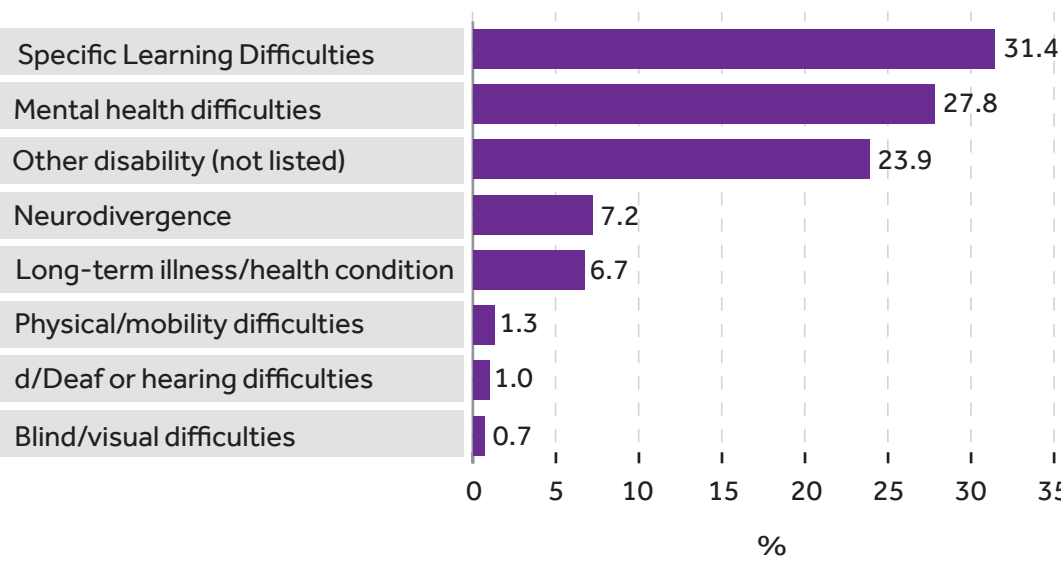


Figure 49: Breakdown of disabilities, 2024/25

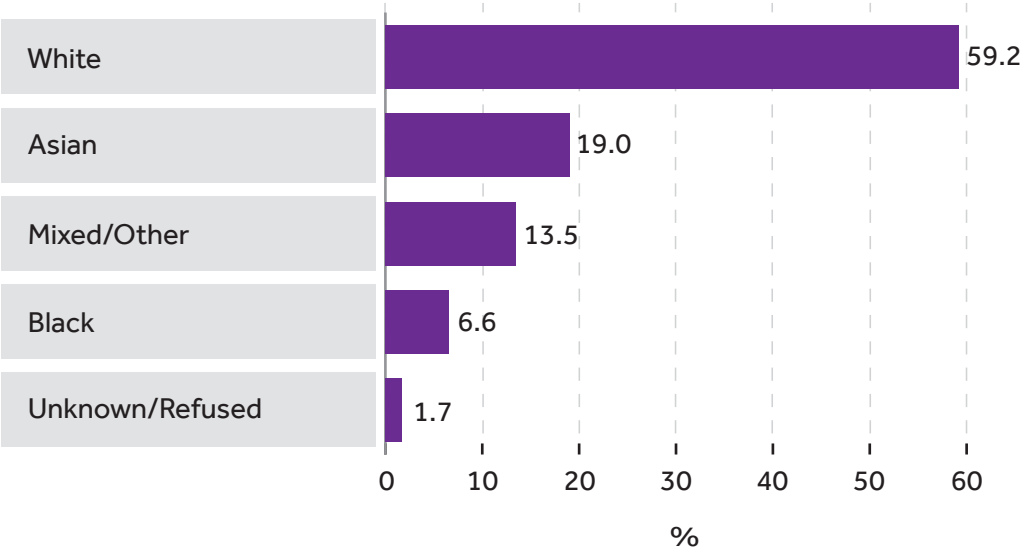


7.9% of all undergraduate students have shared that they experience disability (Figure 48). Most disabled students report Specific Learning Difficulties and mental health difficulties (see Figure 49.) 7.8% of all new postgraduate entrants have shared that they are disabled (6.8% of postgraduate taught and 14.6% of postgraduate research students).



Ethnicity

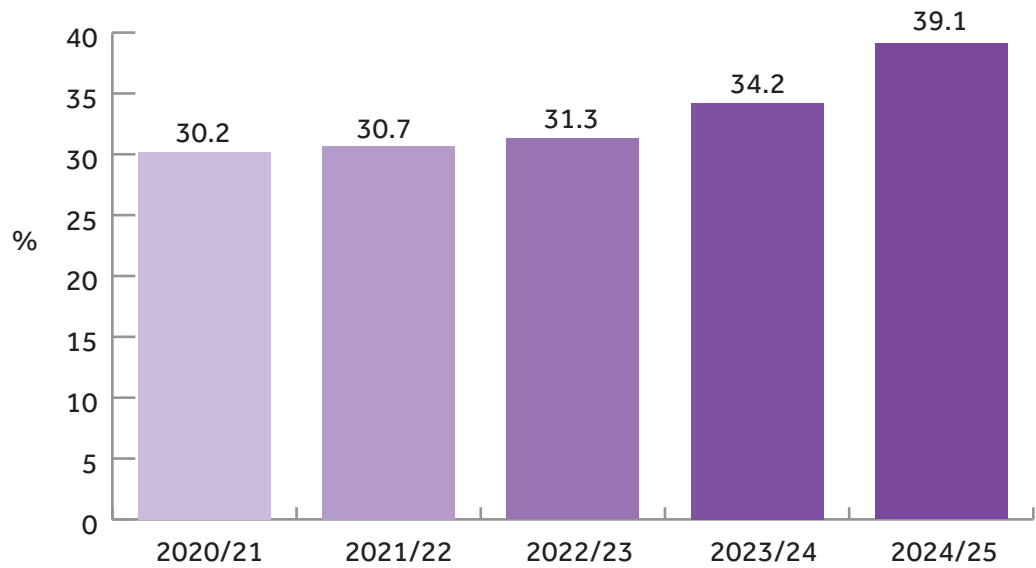
Figure 50: UK domicile undergraduate students by ethnicity, 2024/25



39.1% of UK domicile undergraduate students at the University are B.A.M.E. students. This represents an increase of 8.9% over the last five years, and a significant rise of 4.9% since last year (Figure 51).

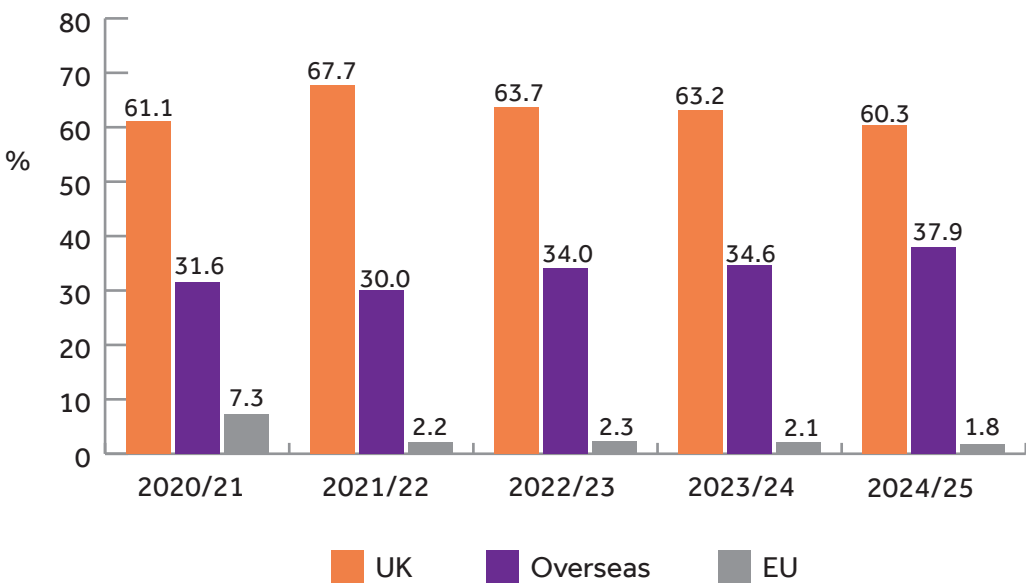
The largest represented B.A.M.E. group is Asian, representing 19.0% of the undergraduate student population. Only 6.6% of UK domicile undergraduate students are Black, making it the least represented ethnic group (Figure 50).

Figure 51: Percentage of UK domicile undergraduate B.A.M.E. students, 2020/21-2024/25



Domicile

Figure 52: Undergraduate students by domicile, 2020/21-2024/25

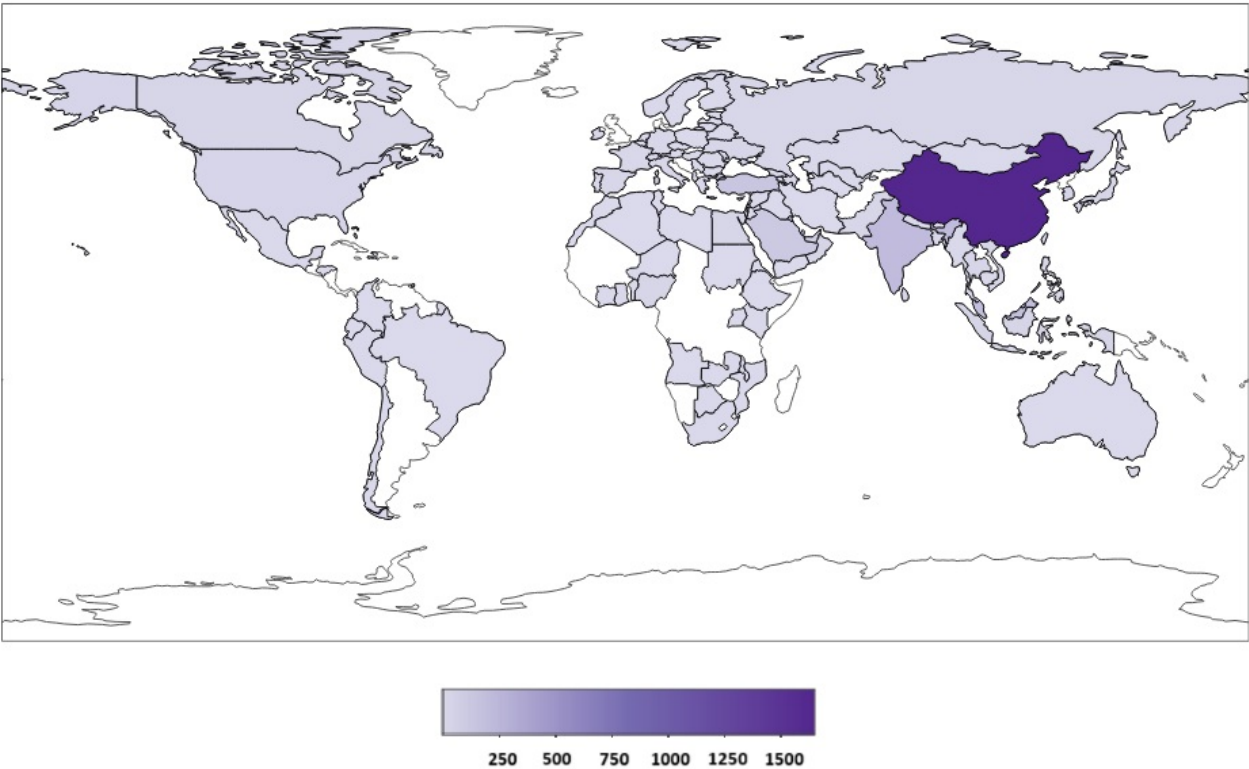


In 2024/25, the percentage of UK domicile students decreased by 2.9% to 60.3%. This continues a downward trend in the proportion of UK domicile students since 2021/22, which had seen a significant increase the previous year (Figure 52). There was also a decrease in the proportion of EU students in 2024/25 to 1.8%, down from 7.3% in 2020/21.

Table 6: Top 10 countries of domicile of international undergraduate students, 2024/25

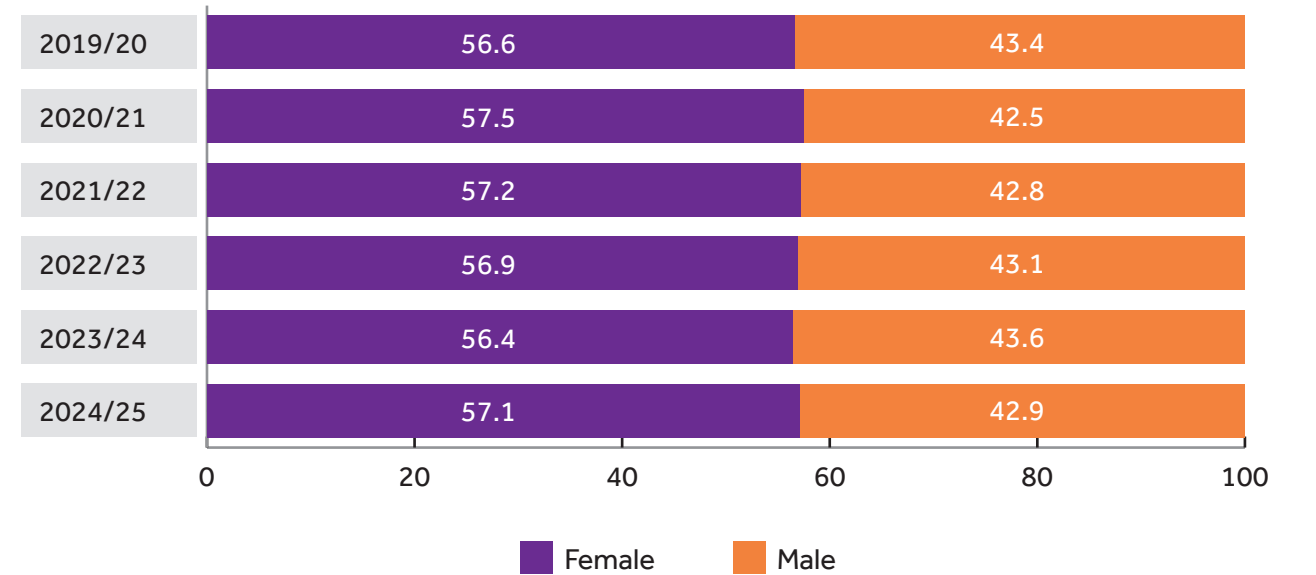
Country	Number of students	As a % of international undergraduate students
China	1650	47.3%
India	211	6.1%
Malaysia	191	5.5%
Turkey	142	4.1%
Hong Kong (Special Administrative Region of China)	126	3.6%
Kuwait	126	3.6%
Saudi Arabia	115	3.3%
United Arab Emirates	77	2.2%
Singapore	50	1.4%
United States	35	1.0%

**Map: International undergraduate students at the University by nationality, 2024/25**  
 The darker the shade of purple, the more undergraduate students identified that country as their nationality.



**Legal sex**

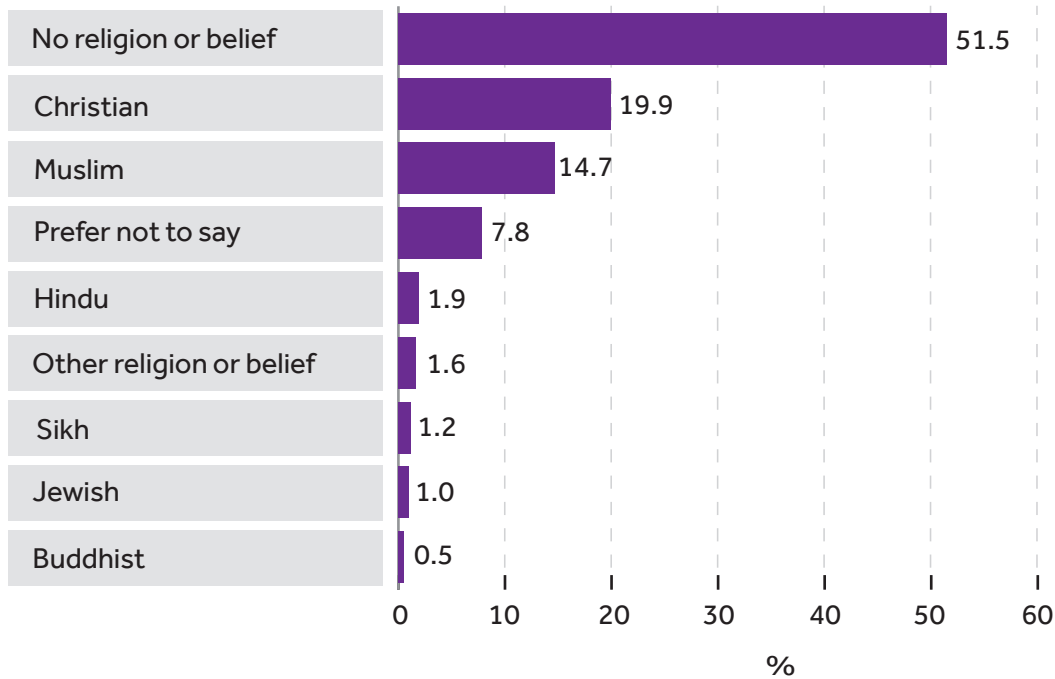
**Figure 53: Undergraduate students by legal sex, 2019/20-2024/25**



The undergraduate student population consists of 57.1% female and 42.9% male students. The proportion of female students had been decreasing since 2020/21, however increased again this year. In the last five years, there have consistently been more undergraduate female students than undergraduate male students (Figure 53).

**Religion and belief**

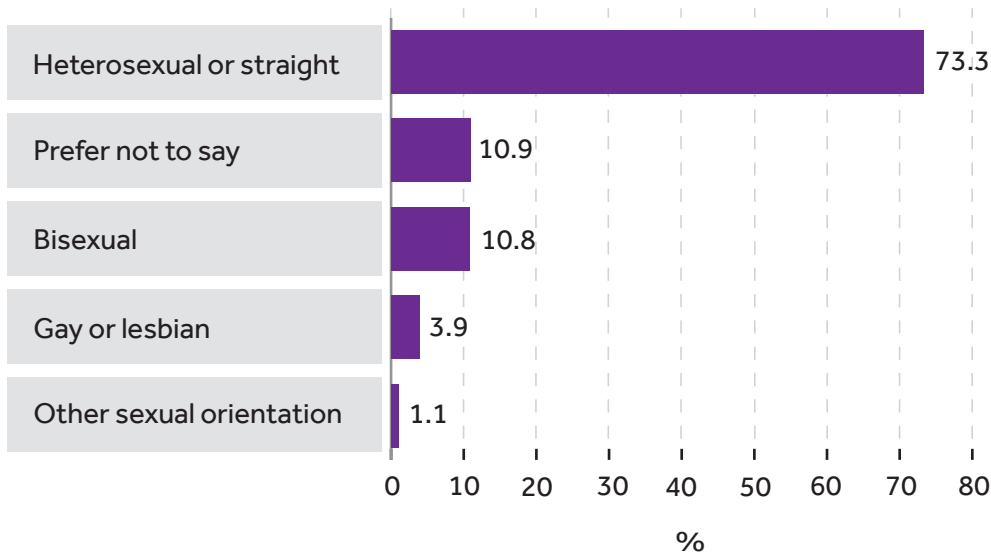
**Figure 54: Religion of UK domicile full-time undergraduate students, 2024/25 (known data; response rate: 92.2%)**



51.5% of UK domicile students on full-time courses have no religion and 7.8% refused to give any religious information. Christian and Muslim are the highest represented religions with 19.9% and 14.7% respectively (Figure 54). Response rate decreased by 3.4% from 95.6% the previous year.

Sexual orientation and gender identity

Figure 55: Sexual orientation of UK domicile full-time undergraduate students, 2024/25 (known data; response rate: 92.6%)



73.3% of UK domicile undergraduate students on full-time courses are heterosexual (Figure 55). 10.9% of students refused to share their sexual orientation, up from 7.0% the previous year.

Table 7: Gender identity of UK domicile full-time undergraduate students, 2024/25 (known data; response rate: 99.9%)

Is your Gender the same as assigned at birth?	%
Yes	95.4%
No	1.4%
Prefer not to say	3.2%

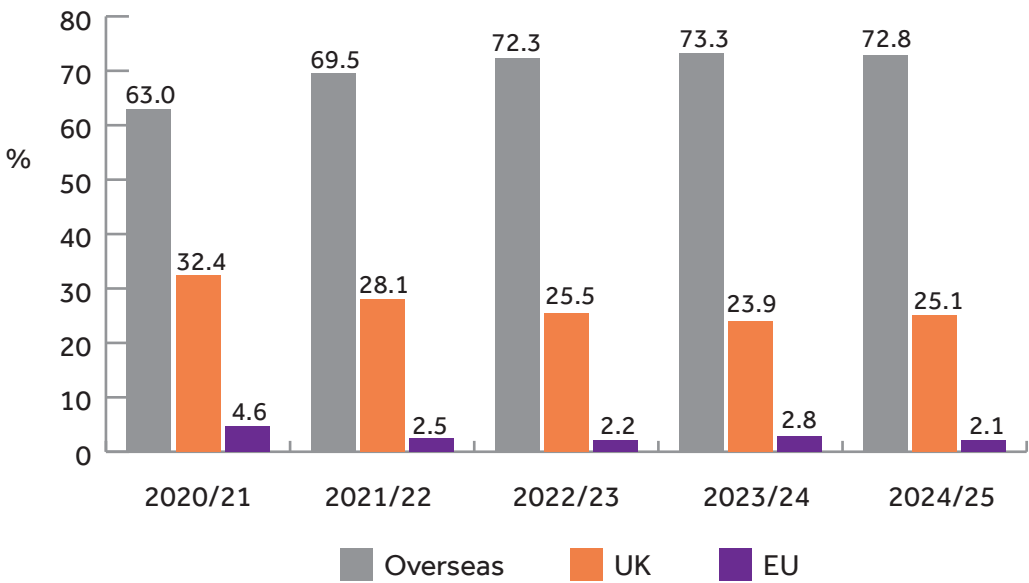
Postgraduate

Students completing postgraduate study can be divided into those on postgraduate taught courses and those on postgraduate research programmes. Postgraduate research can be further broken down into doctoral training and master’s degrees. Postgraduate research master’s degrees include MSc by Research, and Master of Philosophy (MPhil).

Doctoral training results in different degree types, including Doctor of Philosophy (PhD), Doctor of Medicine (MD), Doctorate in Clinical Psychology (ClinPsyD), Doctor of Education (EdD), Doctorate in Educational and Child Psychology (DEdChPsychol), Doctor of Engineering (EngD), Doctorate in Counselling Psychology (DCounsPsych), Doctor of Business Administration (DBA), Doctor of Professional Studies (DProf), and Doctor of Clinical Science (DClinSci).

Domicile

Figure 56: Postgraduate students by domicile, 2020/21-2024/25

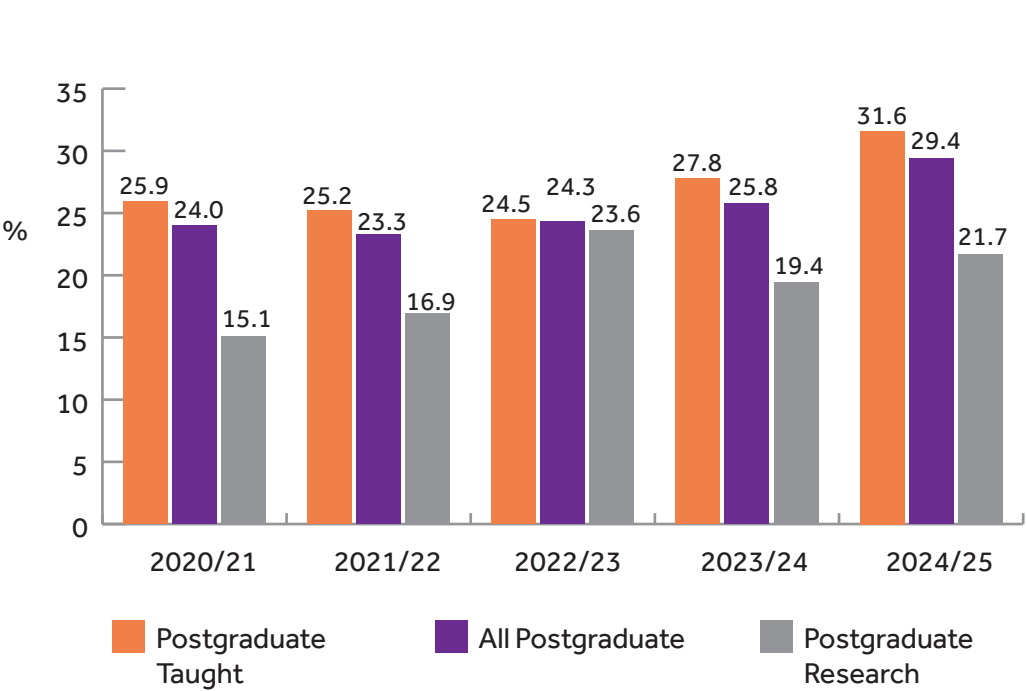


In 2024/25, 72.8% of postgraduate students came from Overseas. The proportion of postgraduate students domiciled in the UK increased to 25.1% (Figure 56).



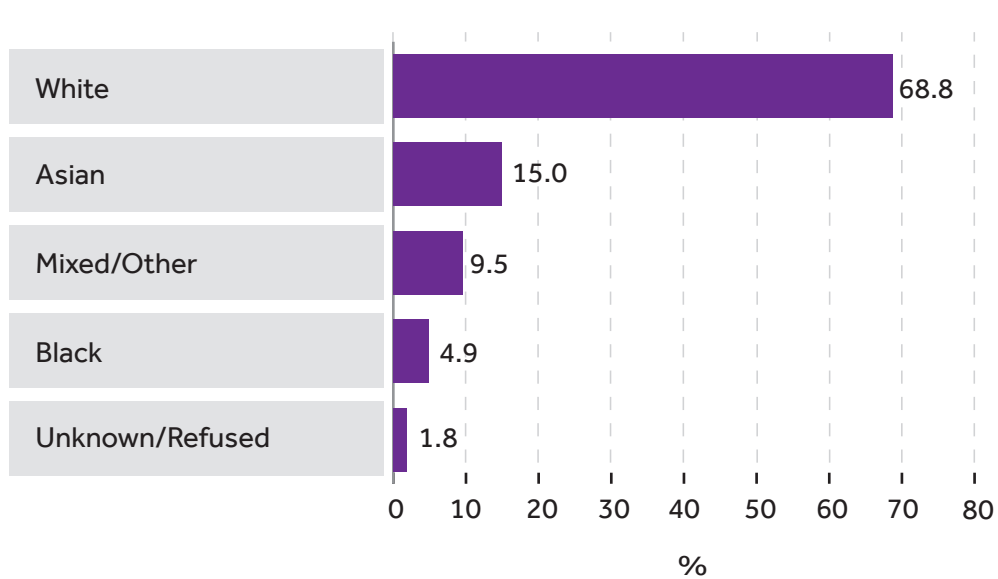
Ethnicity

Figure 57: UK domicile postgraduate B.A.M.E. students, 2020/21-2024/25



In 2024/25, the proportion of UK domicile B.A.M.E. students on postgraduate taught courses increased by 3.8% to 31.6%. The percentage of UK domicile B.A.M.E. students on postgraduate research courses also increased, to 21.7%, from 19.4% in the previous year (see Figure 57).

Figure 58: UK domicile postgraduate students by ethnicity, 2024/25



In 2024/25, 66.9% of UK domicile postgraduate taught students were white (Figure 59) compared with 75.2% of postgraduate research students (Figure 60). Asian was the next largest ethnic group, comprising 16.4% of postgraduate taught students and 10.4% of postgraduate research students.

Figure 59: UK domicile postgraduate taught students by ethnicity, 2024/25

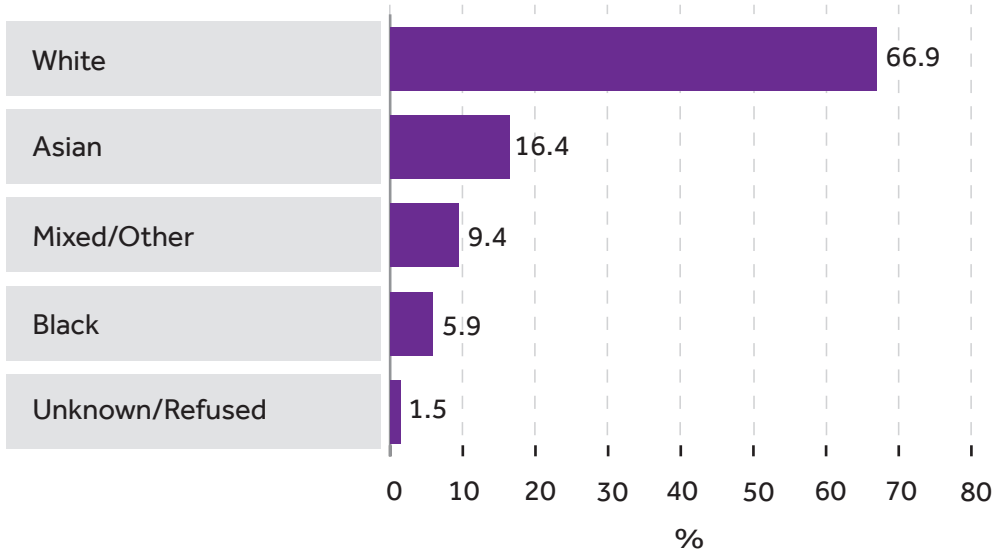


Figure 60: UK domicile postgraduate research students by ethnicity, 2024/25

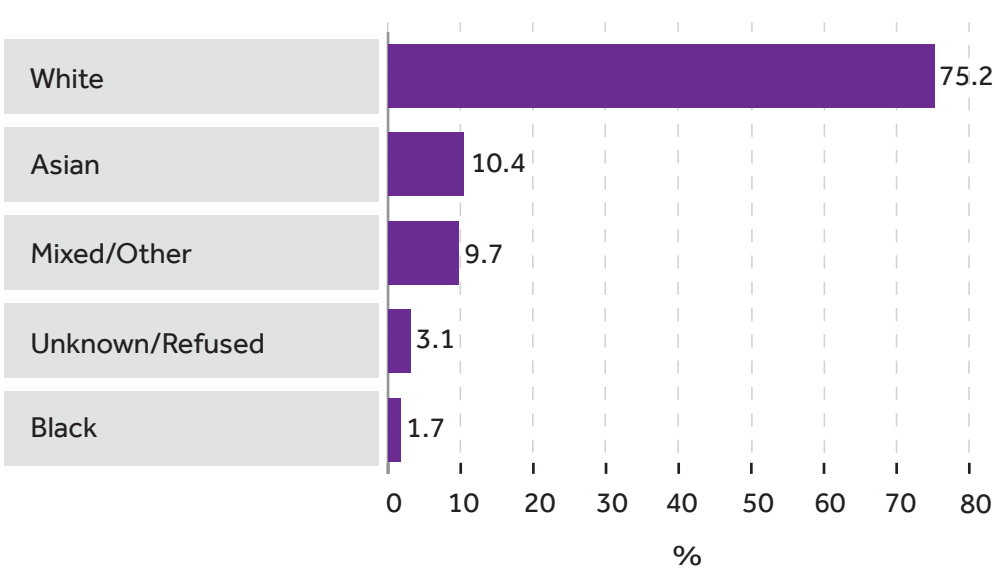
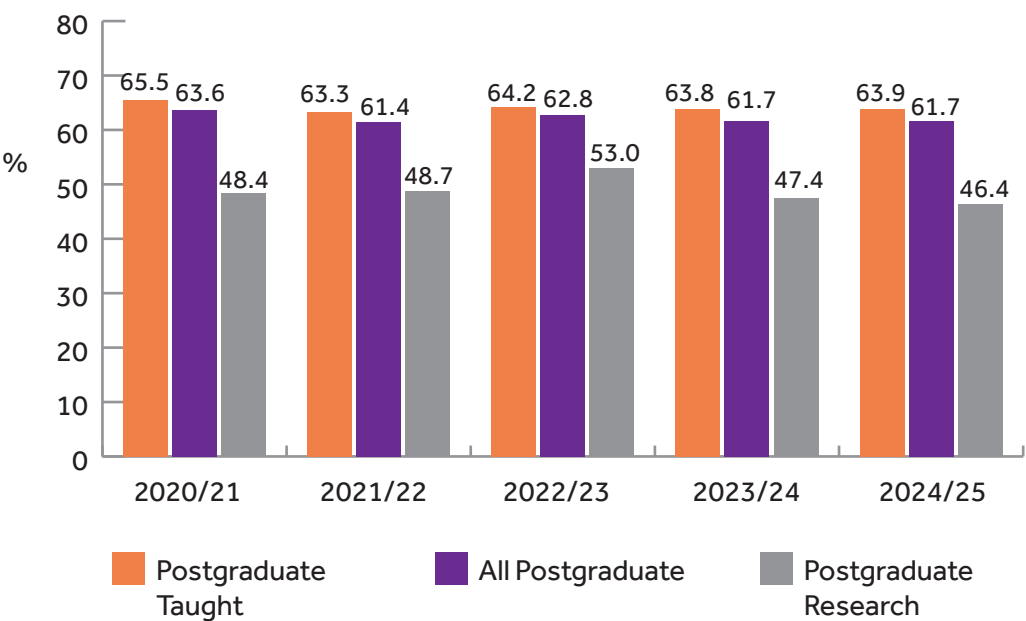
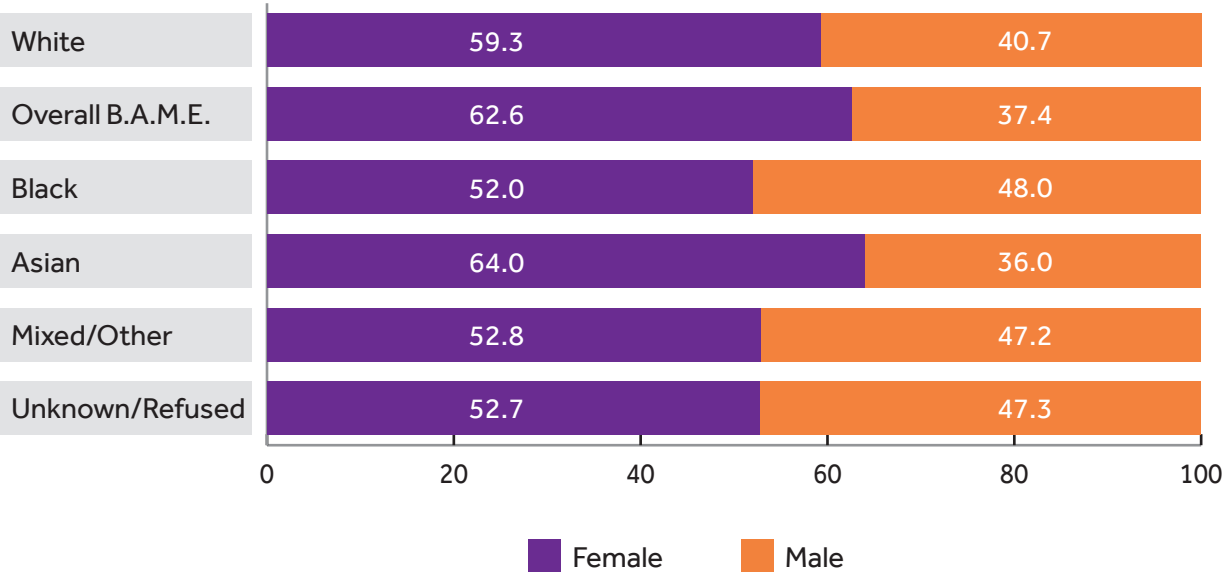


Figure 61: Female postgraduate students, 2020/21-2024/25



The proportion of females within the postgraduate population did not change in 2024/25, remaining at 61.7%. In the last five years, the proportion of female postgraduate taught students has consistently remained at least 10% higher than the proportion of female postgraduate research students (see Figure 61).

Figure 62: Postgraduate student legal sex by ethnicity, 2024/25



In 2024/25, 62.6% of B.A.M.E. postgraduate students were female. There is significant difference in the legal sex ratios across ethnicities, with 64.0% of Asian postgraduate students being female compared to 52.0% of Black postgraduate students (Figure 62).

# Looking ahead

As we reflect on the insights gathered in this year’s Equality Information Report, it is clear that while we have made significant strides, there remain areas where we must intensify our efforts to build and grow a community where everyone feels they belong and can thrive. The following priorities are informed by the data in this report.

## EDI priorities for 2025/26:

- 1.Student Diversity:** We recognise the need to improve diversity in postgraduate research programmes, ensuring that they reflect the ethnic and gender diversity seen in our undergraduate and postgraduate taught courses. With the rise in Overseas students and a decline in UK students, particularly at the postgraduate level, we must ensure that financial barriers do not exclude the most economically disadvantaged students. Additionally, we will focus on increasing the enrolment and retention of male undergraduates and Global Majority male postgraduates.
- 2.Building Trust:** The rise in “prefer not to say” responses from colleagues and students, alongside the decline in undergraduate student response rates to questions about sexual orientation and religion this year, indicates a need to build trust in data sharing. While increasing colleague response rates may explain the rise in “prefer not to say” answers here, understanding why individuals do not share their protected characteristics is essential to enable better monitoring. Particularly significant is the low disability sharing rate among undergraduate students. We must strive to increase these rates, considering intersectional factors, as male and Global Majority student and colleague sharing rates are lower than average.
- 3.Inclusive Recruitment Practices:** The widening success rate gap between white and Global Majority applicants in both Academic and Professional Services roles is concerning. We commit to improving inclusive recruitment practices.
- 4.Senior Representation:** Female senior Academic representation needs to improve, as does senior Global Majority representation, particularly in higher Professional Services grades. While it is improving, the pace of change is too slow. We need similar progress in senior lecturer, reader, and professor roles.
- 5.Addressing Contract Disparities:** Global Majority colleagues are disproportionately on fixed-term or temporary contracts compared to their white counterparts. Although there has been a 4.5% increase in Global Majority permanent colleagues, there is still a significant gap to close.

## Building on this year’s achievements:

- Sustaining Global Majority Undergraduate Representation:** We will continue to support the increasing representation of Global Majority UK domicile undergraduates and work towards retaining these students into postgraduate studies. We aim to mirror this success among colleagues, particularly in Professional Services roles.
- Reducing Grievance and Disciplinary Disparities:** Positive progress has been made in reducing disparities in disciplinary cases, with a notable drop in cases from B.A.M.E. colleagues and a narrowing disability gap this year. Disabled colleagues are no longer statistically overrepresented in grievance or disciplinary cases, and we must work to achieve similar outcomes for male and Global Majority colleagues. It’s important to note that this achievement is based on a five-year average - recent year-on-year increases in grievance cases involving disabled colleagues could indicate an emerging trend requiring attention.

This report aims to inform the upcoming EDI Plan and the University’s 2035 strategy, highlighting key EDI priorities and progress. From January 2025, the University will introduce a new executive structure to streamline decision-making, making it clearer, faster, and more transparent. We aim to operationalise this change - among others - to accelerate EDI progress. By committing to these actions and continuously striving for improvement, we can create a more inclusive and equitable environment for all members of our University community.

Appendices

Report and Support platform – reports about bullying, harassment, discrimination, gender based violence, hate or micro-aggressions (table is sorted from highest to lowest number by type in 2024):

	2019		2020		2021		2022		2023		2024	
Type	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Other	49	23.7	75	23.2	95	19.2	121	18.9	456	45.6	459	49.0
Bullying	49	23.7	69	21.4	71	14.3	106	16.6	178	17.8	81	9.0
Sexual Assault		0.0	1	0.3	95	19.2	143	22.3	81	8.1	81	9.0
Harassment	38	18.4	47	14.6	53	10.7	91	14.2	39	3.9	68	7.0
Hate Incident or Hate Crime		0.0		0.0	43	8.7	36	5.6	15	1.5	40	4.0
Religious Hate		0.0		0.0		0.0		0.0	17	1.7	38	4.0
Discrimination	39	18.8	73	22.6	59	11.9	54	8.4	57	5.7	29	3.0
Domestic Abuse	2	1.0	3	0.9	33	6.7	36	5.6	52	5.2	28	3.0
Racism		0.0		0.0		0.0		0.0	20	2.0	26	3.0
Sexual Harassment	19	9.2	28	8.7	29	5.8	26	4.1	28	2.8	25	3.0
Disablism		0.0		0.0		0.0		0.0	4	0.4	15	2.0
Micro-aggression		0.0		0.0	17	3.4	27	4.2	17	1.7	9	1.0
Misogyny		0.0		0.0		0.0		0.0	4	0.4	13	1.0
Stalking		0.0		0.0		0.0		0.0	8	0.8	7	1.0
Transphobia		0.0		0.0		0.0		0.0	5	0.5	11	1.0
Ageism		0.0		0.0		0.0		0.0		0.0	3	0.0
Caring Responsibility		0.0		0.0		0.0		0.0	1	0.1		0.0
Homophobia		0.0		0.0		0.0		0.0	4	0.4		0.0
Sexism		0.0		0.0		0.0		0.0	2	0.2		0.0
Sexual Violence	4	1.9	12	3.7		0.0		0.0		0.0		0.0
Spiking		0.0		0.0		0.0		0.0	9	0.9		0.0
Unknown		0.0		0.0		0.0		0.0	2	0.2		0.0
Victimisation	7	3.4	15	4.6	1	0.2		0.0		0.0		0.0
Grand Total	207	100.0	323	100.0	496	100.0	640	100.0	999	100.0	933	100.0

\* Report definitions can change over time e.g., Sexual Assault did not appear as a separate report type before 2020. Data is continually being cleaned by analysts in the Equality, Diversity and Inclusion Directorate throughout the year, which may result in slight differences compared to last year's report.

The link to the platform, definitions, as well as an explanation of the reporting process can be found here: <https://www.reportandsupport.manchester.ac.uk>



# Glossary

## Race terminology

The term 'Black, Asian and Minority Ethnic' (BAME) has been used to encompass a wide range of different ethnicities, irrespective of a person's origin or nationality.

We recognise that the term 'BAME' is outdated and does not capture the diverse range of ethnic groups and nationalities well. Likewise, we do not wish to use a replacement term without proper consideration and consultation with colleagues and students. This is part of a wider conversation piece the EDI Directorate is undertaking on race terminology, for example undertaking research with the Nurturing Foundation.

For the purposes of this report, however, we have adopted the following terms throughout in accordance with what we are required to use in relation to set data analysis terminology, and for the purpose of analysing the ethnic backgrounds of our University's population. Where it is possible, we will be specific about the ethnic category/group we are referring to, however where collective terminology is required, we will ensure that the reader is guided by context.

- B.A.M.E. will be used in the figures and the corresponding text to mean Black, Asian and Minority Ethnic.
- Global Majority. Increasingly the term Global Majority is being used to refer to people and communities of Caribbean, Latin American, African, Middle Eastern, Asian, and Indigenous heritage collectively. A term used to show that it is the Global Majority who account for 80% of the world's population.

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